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ABSTRACT

The document reports on Project CITE (Competency Identification for Teacher Education), a project whose final product is a listing of competencies essential to the effective functioning of teaching personnel delivering instruction to gifted students. An introductory chapter explains that the project was organized into four major phases: competency generalization, in which as many potentially appropriate competency statements as possible were identified; competency organization, in which 122 major competency statements were clustered into 42 competency areas; competency specification, in which competencies were organized into generalities with more specific components and then rewritten for uniformity in style; and competency evaluation, in which field based data were gathered to provide external validation for each competency statement. Chapter II reviews literature on gifted education which relates to such issues as the teacher variable in education, personal and social traits which enhance teachers' effectiveness, and professional skills for effective teachers. Chapter III contains the complete list of 122 competency statements which are organized into 42 competency areas, including screening in leadership, diagnosis of talent areas, and instruction in creativity. (SBH)

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for Teacher Education

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Project CITE—Gifted

Competency Identification for Teacher Education

Reuben Altman, Principal Investigator
Angela Faherty, Project Associate
John D. Patterson, Project Director

January, 1978
Missouri Department of Elementary & Secondary Education
Arthur L. Mallory, Commissioner

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Reuben Altman
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Chapter I

INTRODUCTION

The Missouri State Department of Elementary and Secondary Education has an expressed commitment to serve the unique educational needs of those gifted and talented children and youth residing within the State. In July of 1974, enabling legislation authorized financial support for those school districts choosing to develop and implement an educational program designed to serve the gifted and talented. This permissive legislation provides for reimbursement of local education agencies for up to one-half the cost of instructional personnel and instructional materials. Section 162.675, RSMo. defines Gifted as

> ". . . those students who exhibit precocious development of mental capacity and learning potential and/or talent as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

Of the approximately 560 school districts in the state eligible for funding under the enabling legislation, only seven school districts serving a total of 1,465 gifted students requested and received funding during the 1974-75 school year. While some growth has occurred over the past 3 years in both the numbers of school districts submitting successful program applications and in the size of the pupil population served, the impact of the law is yet to be realized. During Fiscal Year 1976, eleven school districts received funding to serve a total of 2,343 gifted/talented children and youth. The following two years witnessed a slow but steady rate of growth with 17 funded programs serving 3,943 students during Fiscal Year 1977 and, currently, 30 gifted/talented programs serving a total of 6,196 pupils statewide (Fiscal Year 1978).

Approximately 55,000 elementary and secondary level students may be eligible for services in gifted/talented programs. This number is based on the legal limit that 5% of Missouri's 1,100,000 school-aged youngsters are eligible to receive services appropriate for the gifted/talented as defined by state law, Section 162.675, RSMo. (See Program Development Regulations and Guidelines/Services for Gifted-Talented, pages 47-53.) Currently Missouri is funding programs for fewer than 12% of these students.

There are a number of factors which may inhibit the achievement of Missouri's objective for a comprehensive range of services for the gifted/talented youth in the state. First, recent state and federal legislation mandating an increased and more complex variety of services for various handicapped populations has tended to preoccupy both L.E.A. and S.E.A. resources. Furthermore, the matching funds from local resources necessary for state support has to some degree discouraged efforts at programming for gifted and talented pupils. The failure of the public in recent years to approve bond issues and tax levies, a crisis of national proportion, has also been an influencing factor.

Where funded gifted and talented programs have been approved for state reimbursement, the following criteria are applied as specified in the document, Program Development Regulations and Guidelines/Services for Gifted-Talented:

1) Teachers of the Gifted/Talented must hold a valid elementary or secondary teaching certificate in the subject areas they are assigned to teach;
2) If the teacher is responsible for teaching in an area in which there is no certification, then it is necessary to describe those characteristics, training, or experience the teacher possesses that are relevant to the specific needs of the students in that program; and
3) It is recommended that those teachers selected to teach the

Gifted/Talented participate in in-service training and that the activities be described in the project for which funds are being requested.

Although some of the State's Colleges and Universities offer course work relevant to the Education of the Gifted and Talented, none offers a total educational program designed to prepare teaching personnel specifically trained to work with this population.

Thus, there is a problem that is related to the interdependence of the S.E.A., L.E.A.s and I.H.E.s in meeting the manpower needs of our educational system. It is this problem to which the Project described herein is addressed. Clearly, to assure quality staffing of Gifted/Talented programs in the public school systems of the State, the Colleges and Universities must help to prepare adequately trained teaching personnel. One alternative for guiding personnel preparation programs for teachers of Gifted/Talented is Competency Based Teacher Education.

Competency Based Teacher Education has particular potential for meeting Missouri's manpower needs in the education of the gifted in light of existing precedents with this training model within both the Missouri State Department of Elementary and Secondary Education and the Department of Special Education at the University of Missouri-Columbia. The latter institution was one of the earliest nationwide to initiate a competency based training program in Special Education to prepare graduate level Special Education Curriculum Consultants. From the Fall of 1971 through the Summer of 1974, the Department of Special Education at the University of Missouri-Columbia through its Special Education Curriculum Training Center undertook a federally funded Project designed to develop and implement this competency based training program (Meyen and Altman, 1973; Altman and Meyen, 1974).

In addition, the Department of Special Education at the University of Missouri-Columbia currently incorporates a 16-hour block of competency based methods courses (both lecture and laboratory experience in psychoeducational assessment, instructional materials, behavior management, and instructional programming) into its undergraduate teacher training program. Thus, it is anticipated that it would be relatively efficient to integrate competency based training experiences into the ongoing personnel preparation programs at not only the University of Missouri-Columbia but at each of the interested and motivated public and private I.H.E.s in the State. This competency based option appears more likely to receive broad support than the alternative of adding course offerings requiring a greater administrative and instructional commitment of limited University resources.

Similarly, the Missouri State Department of Elementary and Secondary Education has established a precedent in support of competency based training through its "program approval" approach to the training of Special Education Resource Teachers (ERTs). The ERT model is Missouri's newest teacher role which has been designed to help maintain mildly handicapped students in regular classroom settings. Of particular significance to the Project described herein is the observation that the Educational Resource Teacher training model as conceptualized by the State Department of Elementary and Secondary Education is a competency based instructional program. Thus, there is precedent at the state level providing endorsement for, support of, and delivery of competency based training.

It is the several considerations detailed above that, in combination, provide the rationale for the current undertaking. Specifically, this Project is an initial effort. Its ultimate objective is a state-endorsed competency based program for training personel to teach the state's gifted students.

The initial effort in the design of any competency based training program must necessarily be the identification of those competencies underlying the role to be trained. Consequently, Project CITE-Gifted

(CITE - Competency Identification for Teacher Education) focuses on the competency identification process and undertakes a research approach to competency determination. In addition, the procedures undertaken are largely field-based assuring input from a broad range of in-service educational personnel representing local education agencies, institutions of higher education, and the Missouri State Department of Elementary and Secondary Education.

Before defining the 4 major Project phases, it is important to emphasize that the ultimate goal of this Project is neither the initiation of a particular training program nor the production of curriculum content. This Project is, in fact, the necessary preliminary undertaking which will facilitate both program development and curriculum design. The final product resulting from this Project is a listing of those competencies essential to the effective functioning of teaching personnel delivering instruction to gifted children and youth. These competencies are compatible with a variety of training options including the integration of curriculum content into existing teacher training courses, the design of new courses built around the competencies, the design and development of instructional packages or modules, and/or the preparation of in-service options (e.g., workshops, short courses, and continuing education classes).

Project Methodology

Project CITE-Gifted has been organized into 4 major phases as follows:

I. Competency Generation

II. Competency Organization

III. Competency Specification

IV. Competency Evaluation

Phase I - Competency Generation

The overall objective of the Competency Generation Phase was the identification of as many potentially appropriate competency statements as possible. In order to produce what proved to be approximately 1000 potential competency statements, Project staff undertook each of the following 4 procedures: (1) literature reviews; (2) an open-ended questionnaire; (3) interviews; and (4) observation techniques. The Project CITE-Gifted staff aggressively pursued these competency generation procedures. Relative to literature reviews, we examined two major bodies of literature in the area of Gifted/Talented. First, that literature dealing specifically with teacher competencies in the area of gifted and talented was read and a narrative review of this literature constitutes Chapter II. Second, we examined a broad body of literature in Gifted Education that is not specific to teacher competencies. This literature was explored from the perspective of what teacher competencies may be "suggested" from publications not addressed directly to the subject. Both procedures contributed significantly to the compilation of competency statements applicable to the knowledge base and performance areas underlying the abilities possessed by skilled teachers of the gifted.

The use of the open-ended questionnaire involved the responses of a broad range of public school personnel (teachers and administrators) to the general question, "What do you believe are the competencies (including skills, abilities and areas of knowledge) that are important for a teacher of the Gifted and/or Talented to possess?" Over 300 school personnel from geographically diverse school districts in Missouri responded to this questionnaire, further contributing to our initial unscreened pool of competencies.

Furthermore, planned interviews and observation techniques were used. Interviewees included nationally recognized professionals in the area of Gifted Education to L.E.A. administrators and teachers of the gifted, to gifted and talented pupils themselves. In all cases, information from the interviews was translated into competency statements and added to the initial unselected pool of competencies. Similarly, a selected number of sites with ongoing school programs for the gifted were visited for purposes of recording competencies via observation of teachers on the job and pupils in the setting.

It is this series of procedures that produced the total of approximately 1000 originally generated competencies. Clearly, such an unscreened listing of competencies was partially characterized by redundancy and some degree of irrelevancy. It is for these reasons that the second major Project phase entailed Competency Organization.

Phase II - Competency Organization

The systematic organization of competencies into clusters was the primary objective of this project phase. A Competency Organization Model

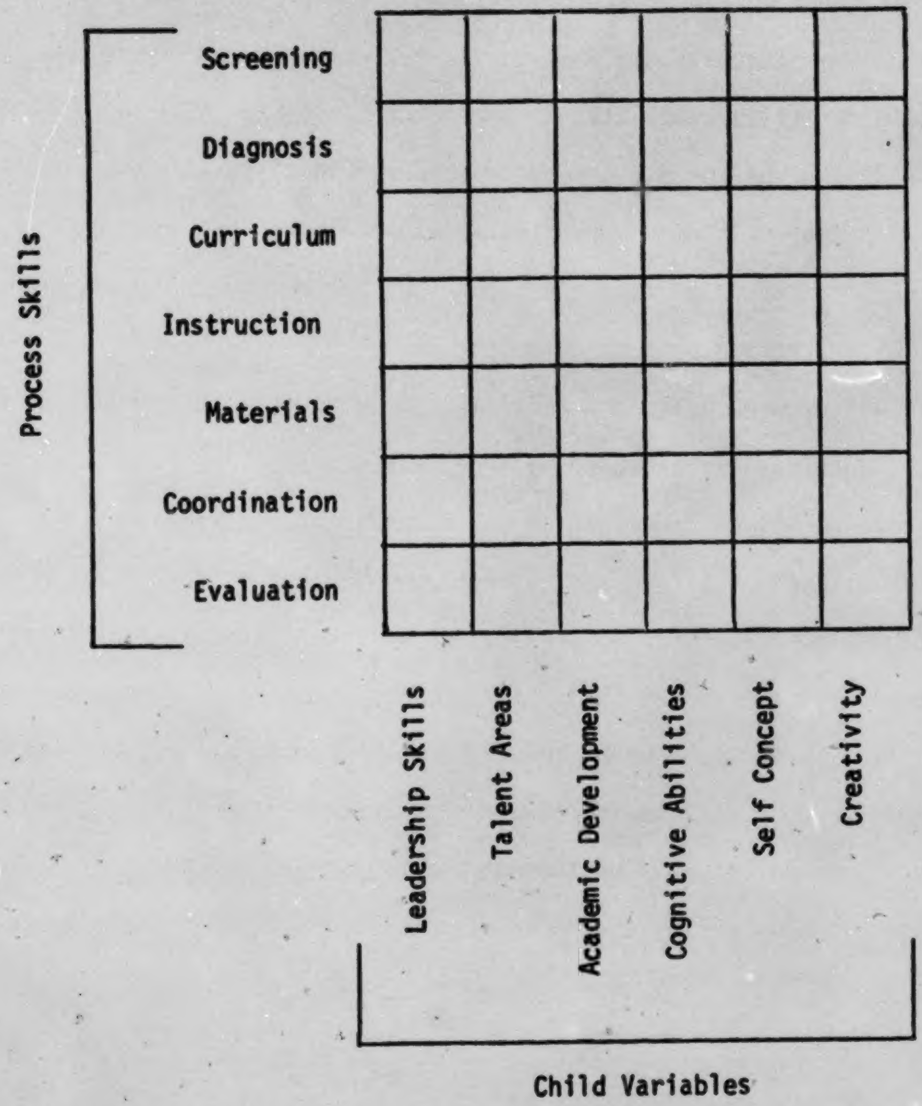
Process Skills
Screening
Diagnosis
Curriculum
Instruction
Materials
Coordination
Evaluation
Leadership Skills
Talent Areas
Academic Development
Cognitive Abilities
Self Concept
Creativity
Child Variables

Figure 1 - Final Competency Organization Model

was developed utilizing 7 process skills and 6 child variables yielding 42 cells. Each of the 42 cells is considered a Competency Area with from two to six competency statements fit into each area. (See Figure 1 - Final Competency Organization Model.) For example, Competency Area # 1 is defined by the cell representing the convergence of "Screening" along the process skill axis and "leadership skills" along the child variable axis. This particular Competency Area (Screening-Leadership Skills) has three competency statements assigned to it as follows:

(1) The teacher of the gifted should be sensitive to behavioral signs of leadership potential in pupil populations.

(2) The teacher of the gifted should be familiar with methodologies available for ascertaining leadership skills in pupil populations.

(3) The teacher of the gifted should be sensitive to cultural variations in identifying leadership potential among school-aged children and youth.

In conclusion, the Competency Organizations Phase of Project CITE-Gifted ended with 42 Competency Areas (see Figure 2) which contained a total of 122 major competency statements. The next phase of Project CITE-Gifted entailed a task analysis process involving the breaking down of each major competency statement into more specific competency components which further clarify the skills, abilities and knowledge base areas associated with effective teaching of gifted students.

Phase III - Competency Specification

This phase involved organizing the competencies into generalities with more specific competency components, and then rewriting the competencies into a uniform style.

1. Screening-Leadership
2. Screening-Talent Areas
3. Screening-Academic Development
4. Screening-Cognitive Abilities
5. Screening-Self Concept
6. Screening-Creativity
7. Diagnosis-Leadership
8. Diagnosis-Talent Areas
9. Diagnosis-Academic Development
10. Diagnosis-Cognitive Abilities
11. Diagnosis-Self Concept
12. Diagnosis-Creativity
13. Instruction-Leadership
14. Instruction-Talent Areas
15. Instruction-Academic Development
16. Instruction-Cognitive Abilities
17. Instruction-Self Concept
18. Instruction-Creativity
19. Curriculum-Leadership
20. Curriculum-Talent Areas
21. Curriculum-Academic Development
22. Curriculum-Cognitive Abilities
23. Curriculum Self Concept
24. Curriculum-Creativity
25. Materials-Leadership
26. Materials-Talent Areas
27. Materials-Academic Development
28. Materials-Cognitive Abilities
29. Materials-Self Concept
30. Materials-Creativity
31. Coordination-Leadership
32. Coordination-Talent Areas
33. Coordination-Academic Development
34. Coordination-Cognitive Abilities
35. Coordination-Self Concept
36. Coordination-Creativity
37. Evaluation-Leadership
38. Evaluation-Talent Areas
39. Evaluation-Academic Development
40. Evaluation-Cognitive Abilities
41. Evaluation-Self Concept
42. Evaluation-Creativity

Figure 2 - The Forty-two Competency Areas

As a result of the variety of procedures previously described for generating CITE-Gifted competencies, there existed some variation in the degree of specificity with which they were expressed. That is, while many competencies represented extremely broad areas of knowledge, ability, or traits (e.g., "free in expression," "tolerant of ideas," "knowledgeable of child development"), others were marked by a degree of specificity approximating more traditional behavioral objectives (e.g., "able to identify 3 professional agencies serving the gifted" or "able to state 5 definitions of giftedness and the authors associated with each").

To some degree this variation in level of specificity proved an asset in distinguishing between competencies and competency components as listed in Chapter III. Thus, in most instances, those competency statements that were relatively broad in scope served as a major competency within the particular competency area. Similarly, those competency statements which were related to the broader competency statements, but expressed with greater specificity, were listed as components of the broader competency statement.

A second major undertaking during the Competency Specification Phase of Project CITE-Gifted was the effort to assure a degree of stylistic uniformity in expression of both major competencies and competency components.

Once the complete set of competencies and competency components had been generated and specified as described above, the Project staff progressed to the Competency Evaluation Phase. In this final project phase, the primary intent was to integrate, once more, input from field personnel in making judgments regarding both the importance and training of the identified competencies.

Phase IV - Competency Evaluation

The Competency Evaluation Phase of Project CITE-Gifted entailed a field-based data gathering effort directed toward professionals representing Missouri's institutions of higher education, local education agencies, and the State Department of Elementary and Secondary Education. In particular, a questionnaire was designed and mailed to approximately 100 potential respondents representing in some capacity each of the three types of agencies noted above. Each respondent was asked to rate each of the 122 major competency statements according to two criteria.

First, it was our intent to derive some index of the relative inportance of each competency statement to the overall effectiveness of a teacher working with gifted pupils. In order to achieve this objective, each respondent was asked to vote each competency statement on a scale of 1 to 5 with the scale points defined as follows:

1 = highly important
2 = moderately important
3 = average importance
4 = somewhat unimportant
5 = definitely unimportant

Data of this nature serves a number of valuable purposes supportive of this Project. First, these importance ratings provide an external validation for each competency statement. Perhaps of greater utility is the overall mean importance rating that was derived for each of the 42 Competency Areas. These ratings enable Project staff to rank each of the 42 Competency Areas in terms of the priority with which the various skills, abilities, and knowledge-based content should be transmitted to instructional personnel working with gifted students. In addition, we divided the data into three categories based on the agency source of the information. This enabled us to compare professional judgments regarding competency importance between I.H.E.s, L.E.A.s, and S.E.A., which are the agencies which will use the information. The results of these data analyses are reported in Chapter IV.

The second type of information we elicited from each respondent related to the type of training experience that they believed would be most appropriate for instilling the particular skill, ability, or knowledge encompassed by the competency statement.

In general, we selected 4 training options available for the preparation of personnel to serve the gifted and talented:

(A) the design of on-campus course work specific to the training of teachers of the gifted, e.g., Introduction to the Education of the Gifted or Methods in Education of the Gifted.

(B) the integration of designated competencies into ongoing course work not designed exclusively to prepare personnel for working with gifted pupils, e.g., Education of Exceptional Children, and Methods in Special Education.

(C) the design of various in-service options for preparing regular and special education personnel to work with gifted pupils, e.g., workshops, short courses, continuing education classes.

(D) the design and development of instructional packages or modules that would generally be self-tutorial in nature and require individual supervision from college/university or L.E.A. based personnel.

This type of information is crucial to progress in planning and promoting teacher training efforts designed to prepare personnel capable of delivering instruction to Missouri's gifted students. Again, these data are summarized in Chapter IV of this Project Report. Inasmuch as our intent is the broadest possible dissemination of this document statewide, it is our intention and hope that both the theoretical considerations and empirical data contained herein will stimulate growth in teacher training, program development, and service delivery to students.

Chapter II

REVIEW OF THE LITERATURE

The belief that the American educational system needs to develop competent teachers for the gifted and talented is widely held. Traditionally it was thought that any "good" teacher could satisfy these needs. However, it has been noted by commentators across the fields of education and related disciplines that the era for specialized teacher training for the gifted is mandated by the unique characteristics of such a group (Barbe & Frierson, 1962; Bishop, 1975; Burt, 1975; Gallagher 1975; Hildreth 1938; Isaacs, 1966; Mirman, 1964; Passow, 1977a; Renzulli, 1977c; Rice, 1970; Tannenbaum, 1977b; Torrance, 1963)

The "state of the art" in gifted education is dramatically portrayed by Torrance (1963), a noted expert and advocator of quality education for the gifted and talented.

> The treatment of the mentally ill and the education of the gifted are alike in many ways. Neither has a popular cause. . . Both the mentally ill and the gifted have been regarded as being mysterious, beyond human understanding, evil and unrighteous. In our retribution, we have resorted to a primative reaction - punishment. There is no emotional appeal for gifted education since assumtions are that having superior potential, "gifted children will take care of themselves" (p. 135).

Torrance continued to note that a revision of educational objectives is needed in schools today. A means of working toward that revision is to place renewed priorities on training teachers who are competent in operationalizing these objectives. Before such training can take place the development of teacher competencies for the area of the gifted and talented is needed.

According to Tannenbaum (1977a) the literature and research on teacher competencies for the gifted is "nonconvincing." It is based primarily on "hunches" and "seat-of-the-pants" speculating. The common trend is to look for commonalities among excellent teachers of the gifted. This approach is faulty at best. Tannenbaum cited two examples of provocative and effective teachers of the gifted who possessed extremely opposite characteristics and preferred teaching styles. He noted that among the "Laundry List of Characteristics" of teachers of the gifted there are problems inherent in the research design of such studies. In advocating teacher certification and the development of teacher competencies for this area, Tannenbaum stressed the need to take into account the fact that gifted students are as unlike each other as are gifted teachers.

The purpose of this literature review is not to generate a set of teacher competencies that will mold or standardize the performance of all the teachers of the gifted. Instead, it is designed to review two broad bodies of literature to ferret out the most critical competencies that would be, at best, the minimal requirements for teachers in this unique field.

Recognizing the limitations in the literature to date in the area of teacher competencies for the gifted, this review draws upon a wider span of educational thought that encompasses educational psychology, sociology, philosophy and administration. Lindsey (1973) supported this approach in her analysis of teacher competencies. She stated that:

> Failure to draw upon bodies of knowledge and methods in such disciplines as sociology, anthropology, psychology and philosophy when identifying competencies may result in lists of behaviors limited to the craftsmanship of teaching rather than the full range of competencies expected of the professional teacher (p. 183).

In reviewing the literature in the related disciplines, the focus was on finding a philosophical and/or empirical base for generating teacher competencies for the gifted. An attempt was made to determine what "good" teaching is all about and how that "good" teaching is qualitatively and quantitatively different for teachers of the gifted and talented.

Teacher competencies have served as a basis for new programs in regular and special education programs. It is our intent to move this thinking now to the area of the gifted and talented as a viable means for setting a foundation for an effective teacher training program in this relatively neglected area.

This literature review is guided by the following 5 research questions:

I. What is the significance of the "teacher variable" in general education and is this variable particularly crucial in the education of the gifted and talented?

II. What competencies must the teacher of the gifted and talented have that are unique and different from those of general education teachers?

III. What are the personal and social traits that enhance the effectiveness of teachers of the gifted and talented?

IV. What teacher competencies in the area of the gifted and talented are directly related to a knowledge base or a body of concepts that are a result of academic training?

V. What nonacademic professional skills are necessary for effective teachers of the gifted and talented?

The important role that the teacher plays in the life of the student has been well documented (Bruner, 1963; Dewey, 1910; Glaser, 1969; Isaacs, 1966; Lyon, 1971; Nelson & Cleland, 1971). It is the teacher who can stimulate or stifle the potentials of the young minds in his/her charge. The mistaken assumption that gifted and talented children can "make it on their own" without differentiated help has been a major roadblock for developing special programs for the gifted. The National/State Leadership Training Institute on the Gifted and Talented (L.T.I.) contends that the denial of special services and programs for the gifted and talented is to deny equal educational opportunity. The following section includes citings from the literature that reinforce the importance of the role of the teacher, as a special teacher in the education of the gifted and talented.

I. The Teacher Variable in Gifted and Talented Education:

Gold (1965) indicated that in the teaching-learning process the most significant variable for the student is the teacher. In general, this significance for the regular student is "greatly magnified by several factors" for the gifted student. "The teacher is also a primary pole for students in an interactive process that is basic to learning" (p. 412).

Isaacs (1966) stated that the teacher is "one of the keys to the whole problem of adequate education for the gifted" (p. 169). Experienced teachers who have been charged with the education of the gifted have done poorly, according to Isaacs, since they did not have a grasp of the special attributes of the children in their charge. Many of the attributes were misinterpreted as faults and were treated as such to the detriment of the students. Rather than viewing the gifted student as a unique person with special positive characteristics that needed nurturing, the teachers often penalized the students for such characteristics.

Nelson and Cleland (1971) also indicated that the teacher "is the key to effective learning" (p. 47). They cited studies that made clear that it is the "way the teacher proceeds" that is more relevant than materials or specific methods utilized.

> It is the teacher who sets the environment which inspires or destroys self confidence, encourages or suppresses interests, develops or neglects abilities, fosters or banishes creativity, stimulates or discourages critical thinking and facilities or frustrates achievement (p.47).

The authors also stated that there is an implicit assumption that the role of the teacher of the gifted and creative child is substantively different from the role of the teacher in general.

The impact that teachers have on their charges cannot be underestimated. A contemporary critic of education, Paul Goodman (1964) in denouncing compulsory education, reinforces the importance of that rare entity -- the good teacher.

> There is good evidence that normal children will make up the first seven years of schoolwork with four to seven months of good teaching (p. 23).

If this is true, then, what about gifted children? In a study by Hollingworth (1942), it was found that the gifted student can master all the mental work provided in the elementary school in half the time allotted. Therefore, the other half needs to be directed by a competent teacher who is skilled in providing more than what the regular curriculum calls for. Hollingworth indicated that there are many devices invented by busy teachers to occupy the time of the rapid learners, but that few of these devices have the appropriate character that nurture the needs of gifted children (pp. 287-288).

The inference drawn from these two citings is that gifted children would probably learn their "schoolwork" in at least half the time if given the opportunity. It is important to note, however, that education is not "schoolwork" and what the term implies (e.g. unstimulating workbooks, routine boardwork, rote drill and busywork). Teachers in the educational mainstream would take issue with such a condescending generalization. Teachers have been known to try to enrich their classrooms to include some special activities for exceptional children. But, it takes a specially trained teacher who can stimulate the imagination, awaken the desire to learn, and imbue the students with a sense of curiosity that leads them to aspire to great things beyond themselves (Mirman, 1964). It would then follow that curriculum, as Dewey (1910) stressed, is derived from "life" and is not a separate entity thereof, usually referred to as "schoolwork."

In addition Freeman (1960), indicated the following:

> I believe that nothing can replace the gifted and capable teacher as the most essential factor in inspiring our ablest students to do their best (p. 6).

It is the teacher who can motivate students to achieve excellence. Along with this idea, Renzulli (1975) identified the teacher as the key feature in programs for the gifted.

> Although there is little question that all students should have well qualified teachers, the relatively greater demands made upon teachers by vigorous and imaginative young minds require that special attention be given to the selection and training of teachers for gifted and talented students (p. 327).

In the literature selected from the writings on school reform, there is a common plea for the improvement of teachers (Ashton-Warner, 1963; Goodman, 1964; Holt, 1964; Kozol, 1967, 1975; Neill, 1960; Silberman, 1970). Ivan Illich (1970) stands in the forefront among the more radical educational reformers of our day. In his plea for "deschooling" society he contends how influential (far too influential) teachers are on the lives of their students. Through the teachers, learning has become so "institutionalized" that critical thinking and a "love" for learning have been destroyed. Noting his warnings, one can see how important it is that teachers receive proper training - especially in the area of gifted and talented eudcation.

Presumably no teacher wants to deliberately destroy critical thinking. It appears to be inadequacies in teacher training and the lack of specified teacher competencies have brought about the current crisis in quality education for the gifted.

Abraham (1958) compiled lists dealing with supposed characteristics of teachers of the gifted. Gallagher (1964) contended that Abraham's lists included all the virtues of mankind. With such high expectations, Gallagher claimed that it would take a presumptuous person to boldly state that he were qualified to teach the gifted in the face of such checklists. Along these same lines, Gold (1965) indicated that:

> Since the good teacher in general must be a paragon of pedagogic virtues, the teacher prescribed for the gifted by various authorities, pupils, and parents turns out to be a paragon of paragons (pp. 414-415).

At this point in the literature review it is important to state that "a paragon of paragons" is beyond our human scope in terms of training teachers for the gifted. It is such writings that tend to cloud over the much needed clarity in the education of the gifted and talented. Thus, it has been argued by commentators in the field of education for the gifted and in educational reform that the teacher is of paramount importance. Once the personal characteristics, intelligence and commitment to teaching the gifted are in line according to Torrance (1965), then competencies for the actual implementation of a gifted program can be taught and nurtured.

Gold (1965) stated succinctly that the teacher variable is the most important variable in the education of the gifted:

> What is needed is not the best teacher but the teacher who is best for working with a particular group of children; every child deserves such a teacher (p. 419).

In brief, the literature cited here highlights the importance of the teacher as the key variable for effective education. In the education of the gifted and talented a special teacher with unique skills is said to be a vital resource.

It was stated in the opening remarks to this section that gifted children cannot "make it on their own". The literature supports the contention that a specially trained teacher is essential in facilitating the learning and development of this special group of students. The critics would have it that setting up a special cadre of teachers for the gifted and talented in order to teach in special programs (resource, self-contained, itinerant or other applicable models) is promoting elitism. If this be the case, then the training of special teachers to work with mentally retarded students is especially elitist. The unique characteristics of gifted students mandate that teachers be specially trained. According to the LTI Fact Sheet (1977):

> Gifted and Talented can suffer from psychological damage and permanent impairment of their abilities to function well which is equal to or greater than the similar deprivation suffered by other population(s) with special needs. . . .

It was also stated that it may in fact be undemocratic to provide individual instruction for all but the gifted and talented.

Once we accept the idea that the teacher is the key in gifted education, it is then necessary to move our thinking to the findings in the literature about teacher competencies. The next section of this review addresses itself to the competencies that are need by the teacher of the gifted and talented that are unique and quantitatively and qualitatively different from those competencies for teachers in general education.

II. Unique Characteristics of Teachers of the Gifted and Talented:

At the Fifth National Summer Training Institute on the Gifted and Talented (1977) many experts commented on the need to develop teacher competencies for the area of the gifted and talented (Curry, Kaplan, Passow, Renzulli, Tannenbaum). As stated previously the research in this area is negligable. However, there is considerable writing stressing that the teacher of the gifted must possess characteristics that are unique and different from those of regular educators.

In Isaacs' literature review (1966), she noted that there are attributes for teachers of the gifted that are valuable for all teachers. However, in addition to these, the gifted teacher must be a creative and "gifted" person as well. Ward (1961) contends that the teacher of the gifted should be among those of the "greatest general excellence to be found in the profession" (p. 109). Concurrent with this thinking, Gold (1965) indicated that with gifted adolescents the teacher must possess "unusual intellectual acumen" (p. 418). This appears to be a common "notion" (for lack of scientific data) that the teacher of the gifted must be "smarter" than the regular education teacher. To make such a distinction would readily add much fury to the already existing controversy in gifted education that a cadre of elitist teachers are essential for such programs. There is disagreement in this area. Passow (1977c) stated that the teacher of the gifted need not be gifted him/herself. He indicated that while it is important that the teacher of the gifted be bright, perceptive, and sensitive to the needs of gifted students, it is unnecessary to match the teacher's IQ with that of the gifted student. He pointed out that we do not require teachers of the mentally retarded to be matched to their students' IQ's. Logically, therefore, we should not require it of teachers of the gifted. Rather, Passow stressed the need for special understanding and having a realistic awareness of one's own potentialities. He proposed that the teacher must be creative or at least sensitive to creative pursuits.

The critical difference between the regular education teacher and the gifted education teacher is that she is "a master of the art of teaching" (Gold, 1965, p. 418). In addition to this there are competencies that are quantitatively and qualitatively different for the teacher of the gifted that are determined by the distinctive characteristics of gifted and talented students.

To mention briefly what some of these characteristics are would perhaps clarify what is meant by stating that the teacher of the gifted is different in the ways that she must respond to the unique characteristics of gifted and talented students. However, a word of caution is necessary here. According to Gallagher (1975) we can no longer describe the gifted child by a general overall list of characteristics. It is essential to distinguish several subgroups of the gifted: the culturally different, the gifted underachievers, the "creative" child, the talented, and the high-performance gifted. Each of these subgroups have distinct learning characteristics and motivational characteristics that indicate their exceptionality."

The teacher of the gifted must be able to identify gifted students. Gallagher (1975) contends that a definition of giftedness "is linked to the culture that creates" the many special subgroups of gifted children. "Giftedness" reflects those dimensions that are valued by the culture. These values have been changed in the past two decades. Up until the mid 1960's Gallagher noted that the operational definition for giftedness was synonymous with high performance on standardized IQ tests. Society prized excellence in academic areas and in the traditional areas of professional and technical skills. Today, however, Gallagher sees the need for teachers to be concerned not only with academic promise but also with "artistic excellence, moral behavior and that unpredictable, but highly prized dimension of creativity" (p. 26).

Nelson and Cleland (1971) stated that it is the "philosophy of education" (p. 48) that dictates teaching to the unique individual differences of gifted students. The roles that the teacher plays must vary according to the unique capabilities and attributes of the students he/she teaches. This competency based curriculum development effort in teacher training for gifted and talented, relying on field input, is one vehicle for generating a unique (qualitatively different) approach to teacher preparation.

In Sisk's remarks in the Foreward to the Enrichment Trial Model: A Guide for Developing Defensible Programs for the Gifted and Talented (Renzulli, 1977c), she stated that "education for the gifted student must be qualitatively different. . .". However, much of the research delineating lists of teacher characteristics have approached this area in a "quantitative" manner. The characteristics for gifted teachers are expressed in terms of being more than, e.g., more trusting; more open-minded; more caring; more dedicated; more challenging, etc.) or less than, e.g., less authoritarian; less task oriented; less rigid; less punitive; less "facts" oriented, etc.,(Abraham, 1958; Cushenberry, 1974; Gallagher, 1960; Gold, 1965; Hildreth, 1970; Isaacs, 1966; Taylor, 1968a; Torrance, 1967).

The key concern in developing teaching competencies for the gifted is not whether a teacher possesses more or less of the "magic" or "vice" held by teachers in general but rather the "qualitatively differentiated learning experiences" (Renzulli, 1977c) that she/he can provide.

> Teachers who work with the gifted have been characterized by some critics as persons who have accumulated a large bag of educational tricks and that these tricks more nearly fulfill the purpose of entertaining bright youngsters rather than capitalizing on the characteristics of truly gifted people.

The qualitative difference comes from possessing competencies to teach "different skills" that will therefore require an open mind, some hard work, and a willingness on the part of the teacher to explore new avenues for instruction. Renzulli indicated that these skills are not acquired at a "one-day 'make-it-and-take-it' workshop." To use a popular phrase, what is needed is a "shift in gears." It is the overuse of traditional training activities with added frills and some "educational hocus-pocus" that have placed programs for the gifted in relatively indefensible positions (Renzulli, 1977c).

In summation it has been noted that the quantitative differences among regular education teachers and teachers of the gifted are not as useful in developing teacher competencies as are the "qualitative" differences. The specific personal and social traits that make up these qualitative differences are the topics for the next section.

Meanwhile, it has been noted that the unique competencies for teachers of the gifted are determined by the characteristics of the gifted population itself. These characteristics are normative or general descriptions that are often found in the many subgroups of the gifted. The content, learning styles and the learning environment are determined by the special needs of gifted and talented students and the teacher's specialized training in being able to manipulate these three critical elements in education.

III. The Personal and Social Traits that Enhance the Effectiveness of Teachers of the Gifted and Talented.

In the selection process of teacher-trainees for the gifted and talented it is important to look for some basic personal and social traits that have been cited in the literature as being essential for effective teaching in this area. These traits are not in themselves "competencies." However, they serve as a guide in selection and counseling of teacher trainees. They are the "givens" that trainees bring to a personnel preparation program. An effective program nurtures these characteristics in the same manner as the teachers would nurture these attributes in the development of their students. Thus, it is important that the teacher-training program serve as a model for developing the potentials of the individuals involved.

One of the most often cited characteristics deemed necessary for the teacher of the gifted is that of high intelligence (Bishop, 1975; Gallagher, 1964; Gold, 1965; Gowan & Bruch, 1967; Isaacs, 1966; Mirman, 1964; Rogers, 1965). Research indicates that intelligence can be nurtured, but it must be coupled with creativity or at least sensitivity to creative potentials (Bruch & Torrance, 1972; Bruner, 1966; Getzels & Jackson, 1962; Guildord, 1967; Taylor, 1964). It is agreed that intelligence is basically a "given" and even though it can be nurtured, it is a suggested goal for a teacher training program to try to attract the most capable individuals. Selection should not be determined on academic talents alone. The same comprehensive approaches advocated in the identification of gifted students should be used to identify the teachers of the gifted. Some of the characteristics common to teachers of the gifted and the gifted students are word fluency, verbal versatility and ideational fluency (Taylor, 1967; 1968a). According to Guilford (1967) teachers need to know that intelligence is only one ability. They need a sound understanding of the structure of the intellect as it pertains to themselves in order to transfer this knowledge to the teaching arena.

According to Tannenbaum (1977b) the teacher of the gifted should have an indefinable sense of fierce professionalism. This is an aggressive pride that comes from sophistication and training in a body of knowledge. This fierceness of pride enables the teacher to resist the pressures of others to impose their will on the teacher's judgments. The teacher also needs to be charismatic, and inspirational in order to build on the passions of the children. Tannenbaum added that this person must have a cultural passion, a commitment to ideas, be prointellectual, and have the ability to recognize ideas when stimulated.

Teacher attitudes towards the education of the gifted were noted as critical by DeHaan and Havighurst (1957).

> She will be able to help them if she is sensitive to their needs and is willing to make changes in herself if necessary in order to give them what they need (p. 137).

It is this willingness to change, to adapt and remain flexible in difficult situations that mark the characteristics of the teacher of the gifted. Torrance (1963) and Mirman (1964) stressed the need for a flexible teacher in order for creativity to flourish. Mirman stated that the creative teacher fosters an accepting attitude, open inquiry, and hypothesis testing in a non-judgmental way. Torrance indicated that a flexible, open-minded teacher need not operate in chaos. Many have misinterpreted what he calls a "responsive environment" for a laissiz-faire, permissive environment for creativity. In defense of his position he stated:

> My point is that order, discipline, organization, guidance, purpose, and direction are necessary even for creative behavior and are not incompatible with creativity. The order, discipline, and organization, however, must be flexible enough to permit change and to allow one thing to lead to another (p. 145).

Along with the traits of professionalism, intellectual honesty, and flexibility there are "virtues" that teachers of the gifted are inclined to possess. Hildreth (1938) listed these as tolerance, a sense of humor, good will and fairness. As stated previously it is up to the teacher-training programs to manifest the same "virtues" and "traits" expressed for their trainees in order to teach most appropriately by example.

Edeburn and Landry (1976) deal with the importance of a teacher's self-concept. The teacher of the gifted must feel secure in her role and not feel threatened by some precocious and demanding gifted students. According to Holt (1964) children have been known to fail in school due to their lowered self-concepts that were oftentimes precipated by the teacher's own lack of self-esteem. Dale (1966) indicated that self-concept is a critical factor in gifted education. The secure teacher can afford to trust her students and operate in a less rigid and authoritarian manner. It is the non-supportive environments created by stern, unbending teachers that are said to stifle creativity, and in extremes bring about what Kozol (1967) terms as "Death at an Early Age".

Carl Rogers in Freedom to Learn (1969) stated that the most basic attribute necessary for teachers is "realness or genuineness." The teacher as the "facilitator" must be a "real person"

> . . . being what he is, entering into a relationship with the learner without presenting a front or a facade, he is much more likely to be effective. . . . It means that he is being himself, not denying himself (p. 106).

Moustakas (1959) agreed that it is a matter of being rather than acting or being acted upon that discerns the effective teacher from the ineffective one.

Bruch (1965) conducted a study among teachers in training after a summer institute to determine which concepts in gifted education were most valued. In terms of teacher training needs, the highest ranked items were self-evaluation and interpersonal relationships followed by teaching for the "affective domain" and "teaching enthusiasm." For classroom climate it was determined that teachers needed to provide an incubation period where ideas had a chance to grow and evolve naturally rather than through forced unison of participation by all students. In relation to gifted children's needs and interest, the teachers ranked first the responsibility of the gifted to society followed by the enhancement of self-worth feelings among the students. The lowest ranked item was individualized learning. The study brought into focus the need for continued research on the effects that such an integrated method of teacher training has on teacher effectiveness.

Many of the traits mentioned in this section have dealt with personality characteristics. Goodale (1970) stated that is is critical for a teacher not to be self-conscious and that she have some insights into her own personality. As mentioned before, the secure person with such insights can readily adapt to the challenges of teaching gifted students. Goodale also mentioned that in order to be effective the teacher of the gifted must not be anxious, dogmatic or authoritarian. Torrance (1963) added that the teacher must allow things to flow easily and must be ready to "break out of the mold". He/she must look at children as "real persons" rather than stereotypes.

Gowan and Bruch (1967) used the following descriptors for effective, creative teachers of the gifted:

(a) energetic enterprise versus deliberate quiet
(b) self-confident daring versus dependent timidity
(c) outgoing euphoria versus immature negativism

(d) focused wisdom versus scattered energy

(e) original intraceptivity versus authoritarian conventionality Such descriptors are useful in setting up a training program that would nurture these characteristics. They are the same kinds of traits that gifted education is commited to developing in the students. It is thereby a prerequisite that the teachers manifest these characteristics and are encouraged to flourish through them. If the teacher of the gifted has these social and personality characteristics and allows them expression in her teaching, she then serves as a model "for her students." Martinson (1974) found that in the primary grades the teacher is a very influential role model. It is her curiosity, her zeal, her love for learning that teach the hidden curriculum of values to the students. It is these attitudes and values that will make a lasting impact on the young gifted student. Bruch (1975) indicated that early identification and intervention is necessary in gifted education.

Finally, Gold (1965) listed some other personal characteristics that were often cited in gifted education literature. Along with being intellectual and creative there are the human qualities of modesty, kindliness, psychological maturity, responsibility in emotional and social development, respect for individual differences, fairness, tolerance, alertness, and attractive personality (p. 415).

Renzulli (1977B) remarked that in order for a teacher of the gifted to be effective, she needs to have a strong directed "ego". She must have a purpose in life and the drive to achieve the high goals she has set for herself.

Having explored the many personal and social "competencies" of the teachers of the gifted and talented it is appropriate now to leave this area and move to the fourth research question. In the fourth question the competencies can be "taught" and "developed" as opposed to the "nurturing" of the traits and personality factors that are inherent in that person seeking to become a teacher of the gifted. These competencies in the next section will develop as a result of academic training and performance based teacher training.

IV: Teacher Competencies for the Gifted and Talented Directly Related to Knowledge or Resulting from Academic Training

Isaacs (1966) conducted a survey in response to requests about education for teachers of the gifted. These requests came from teachers, state departments of certification and school administrators. The survey included responses to a questionnaire by state governors (almost all of whom routed their forms to the State superintendent), state superintendents, state certifying departments and educators of the gifted. Seven proposed course titles were ranked according to preference. The results indicated that a "basic course in the psychology and education of the gifted" ranked first. "Methods and materials for teaching the gifted" was second. Thirdly, "learning problems of the gifted and underachievement" was considered. "Aspiring the gifted to acquire realistic self-concepts" was ranked fourth. The two lowest ranked courses were those dealing with supervised practice teaching and current research on the gifted (pp. 175-176).

Gowan and Torrance (1971) reported on one of the few specialized programs leading either to a master's or doctor's degree in education for the gifted at the University of Georgia. The Curriculum consists of courses on characteristics of the gifted, learning abilities, practicum, seminars, identification and assessment, internship, and supervision and guidance (p. 164).

Undergraduate teacher education makes little specific provision for the perspective teacher of the gifted. Subsequently, Gold (1965) reported that:

> Excellence in the liberal component and academic specialization of a college curriculum is crucial in the basic equipment of the teacher of the gifted (p. 413).

Gold cited the composite of graduate courses as reported by French (1961). Some of the courses were "Aims and Goals of Democratic Education;" "Administrative Aspects of Curriculum Patterns;" "Motivation of the Gifted Child;" "Adjustment of the Gifted Child;" and "Community and the Gifted Child" (pp. 413-414).

A pattern for preparing teachers for the gifted has developed through a combination of university courses and in-service programs offered by local districts or state departments of education (e.g., Utah State Board of Education-Project Implode (1971); and California State Board of Education-California Project Talent (Hill, 1969). Gold (1965) stated that in-service activities in school districts give greater promise of developing planned programs for the gifted.

> A combination of graduate course work to provide organized background material and curriculum development activities in a school building or for the school system as a whole offer the best potential for special preparation of the teacher of gifted children (p. 427).

After a teacher has completed an extensive academic training program in the area of the gifted and/or in his speciality, there are certain considerations that Gallagher (1964) and Renzulli (1975; 1977c) address themselves to. Gallagher indicated that the personal characteristics will take care of themselves if a teacher has a sound theoretical foundation. For it is essential that a teacher has the "personal security" of knowing that "you are well grounded in content and pedagogy" (p. 289). His recommendation was that:

> If training institutions would concentrate on training for content competency and methodological sophistication (eliminating the obviously emotionally disturbed individual) they might find that other personal characteristics would take care of themselves. What we are looking for is the self-confidence of the person who knows his work well (p. 289).

Extensive knowledge of the subject field does not provide one with the competency to teach about that field. It is the "content competency" and "methodological sophistication" that enables one to make the material palatable for gifted students. Renzulli (1975) helped to clarify this statement:

> . . . it is the teacher's initiative in applying these techniques that will make the difference between an exciting mind expanding experience and a routine classroom activity (p. 419).

Renzulli has gone further in developing the Enrichment Triad Model. He indicated that we have put our energies:

> ". . . in the wrong place -- we have talked a good game about designing curriculum that will develop the higher mental processes, but I'm not certain if the valid psychological concept of the mental process has been a useful educational concept so far as curriculum planning is concerned (p.7)."

This now leads us to the professional competencies that build on the basic framework that are derived from the academic competencies. In summation these academic competencies include specialized courses that provide the teacher with attitudes towards learning and the actual experiences of being an active learner in the academic setting and in the broader liberal arts sense.

V. Professional Skills for Effective Teachers of the Gifted and Talented

It has been noted in the preceeding sections that: the teacher is the key to the gifted program; she must have unique competencies to teach gifted and talented students since by their very nature they bring their unique characteristics to the learning situation; there are special personality, social and attitudinal characteristics that the teacher brings to the training programs that must be nurtured in the same manner that one nurtures the development of gifted and creative students; and, there are basic academic competencies that have an enabling affect on teachers through their philosophy of education and their understandings of the special fields of knowledge related to gifted education. The last area deals with the professional skills that encompass teaching strategies designed to optimize the learning potentials of gifted students.

The best possible learning situation is characterized not by "teacher-dominated or even pupil dominated situations." It is the "idea-dominated" situation according to Mirman (1964) that should prevail. In an earlier work by Renzulli (1973), he indicated that a teacher of the gifted should not be "coverage dominated," i.e., one who judges his effectiveness by the number of chapters or units "covered in a given period of time" (p. 419). The creative teacher fosters an attitude of searching, problem solving and inquiry (Bruch, 1965; Mirman, 1974; Taylor, 1968b; Sumption & Luecking, 1960; Witty, 1973). The teacher of the gifted is competent in dealing with the cognitive and affective domains as part of a "unified learning situation" (Lazar, et.al. 1972). Sisk (1976) indicated that "humanism" needs to be applied to gifted education through the "confluence" of the affective and cognitive domains. The teacher of the gifted should be capable of integrating and "flowing together" the elements within the two domains.

In a study conducted by Yamamoto (1963), the results suggested that the most effective teachers do more thinking activities, e.g., convergent, divergent and evaluative thinking than the least effective ones. In addition, the most effective teachers, when they evaluate, do a "trouble-shooting" or hypothesis-making kind of evaluation rather than straight-forward positive or negative evaluations (p. 68).

Spaulding (1963) reported that the affective components of teacher behavior in the classroom were important for setting an accepting climate and fostering self-esteem. However, some teacher direction, limit setting, and feedback regarding cognitive dimensions of the subject matter at hand were also necessary. He suggested that a "businesslike orderly manner seems called for also" (p. 156).

Torrance (1963) indicated that teachers of the gifted must understand the psychology of thinking and not just learning. He said teachers produce "learning" and "rarely do they stimulate learners to leap the barrier from learning to thinking" (p. 4). Torrance also indicated that revisions have to be made in our educational objectives. The emphasis in our schools of the future should be on "thinking". This will be necessary in order to meet the society's demands to produce thinkers who can solve problems, discover cures and readily adapt to the rapid pressures of change. Torrance indicated that it will be these gifted students who can possibly "maintain sanity in this age of acceleration" (p. 4).

Taylor (1968a) and Williams and Eberle (1967) stressed the importance of teachers having competencies in questioning strategies. They should also have skills to provoke creative thinking about known and unknown subject areas. The teacher should know how to use a model, e.g., Productive Thinking Model, to develop talents and higher mental processes among gifted students.

In teaching gifted minority group students, Renzulli (1973) stressed the need for the teacher to be a talents developer. A functional knowledge of one or more of the many models for talent development would enable the teacher "to plan a wide variety of activities that are designed to nurture talents" (p. 419). It was assumed however that the teacher is competent in first understanding the behavioral characteristics and dimensions of various types of abilities in order that she can successfully plan purposeful activities to promote these abilities. Knowledge of Guilford's work on the Structure of the Intellect and/or Piagetian Theoretical

Framework would be a valuable asset in this area.

According to a study by Bruch (1975) the teacher of the gifted should be competent in using multiple resources to develop higher orders of abstract thinking, e.g. Piaget's level of formal operations. She/he must also be aware that gifted students "are not immune" to problems associated with reading or learning disabilities. If there are disparities in the student's perceptual development the teacher must be able to provide for or locate the necessary services. Bridges (1973) suggested that the teacher of the gifted be aware of the unique problems that may manifest themselves in gifted childrens' behaviors. An illustration of such problems was presented by Baymur and Patterson (1960) in their study of gifted underachieving high school students. They suggested methods for teachers to use in assisting such students.

In the area of professional competencies many words are used to describe the tole of the teacher. She is a "facilitator," "consultant," "catalyst," "leader," "role model" and sometimes a community public relations person who needs to advocate for the cause of quality gifted/talented education. To enable the teacher to adopt these new titles or role descriptors, one very basic philosophy about learning must be operationalized in the way he/she teaches. The "process" versus "product" emphasis in learning has been of great importance since the writing of Jerome Bruner (1960; 1966a; 1966b). The teacher of the gifted needs to be "process-oriented" (Barbe & Frierson, 1962; Renzulli, 1975; Torrance, 1965). Renzulli (1977c) stressed that process is a means of getting the product which is where the real learning occurs in the Triad Model.

The emphasis according to Bruner (1960) is on the structure of the subject matter and "learning how to learn". The teacher must thereby have a mastery in preparation and presentation of materials as well as an understanding of the psychological concepts of mental processes (Bloom's Taxonomy, 1956; Guilford's Structure of the Intellect, 1968; Taxonomies for Affective Domain, Krathwohl, Bloom and Masia, (1964). The Psychology of Intelligence (Piaget, 1959) and How We Think (Dewey, 1910) all add to the sound base that the teacher of the gifted must have in order to carry on the daily objectives of any gifted education program. According to James (1958) the "artist-teacher" uses what she knows about learning theory and applies this with ingenuity and originality.

It is most unfortunate however, that many gifted education programs are not "qualitatively" different in the instructional process than the regular program. Renzulli (1977c) in evaluating programs found that there were common elements provided by competent teachers in their programs. There was "freedom of choice, lack of pressure, and the absence of grading." He also indicated that "students frequently like their special program for the same reason that they like recess". Renzulli added:

> I firmly believe in freedom of choice so far as topic and learning style are concerned, but I also believe that once a youngster has decided upon an area that he or she would like to pursue, it becomes the teacher's responsibility to assist that youngster in developing the skills of inquiry that will make him or her a "first-hand inquirer" in the particular area in which he or she choose to work.

Renzulli also cautioned against the use of the "taxonomic approach to curriculum development." Taxonomies are valued psychological concepts that teachers should know but, when transcribed into specific lessons they "tend to fractionate learning into the highly artificial kinds of experiences that we in gifted education are supposed to be against." He stated that this approach is like the content centered curriculum, but "instead of filling kid's heads with isolated facts and figures. . . we are filling each 'cell' with isolated processes according to a structured and predetermined lesson plan" (p. 8).

The ideal model for the education of the gifted should be 'the turned-on professional' or 'first-hand inquirer' in any and all areas of study (Renzulli, 1977c). In terms of competencies, it follows that the teacher will provide each student with assistance in:

(1) identifying and structuring realistic solvable problems that are consistent with the students interests,

(2) acquiring the necessary methodological resources and investigative skills that are necessary for solving these particular problems, and

(3) finding appropriate outlets for students products (p.10).

In developing professional competencies in gifted education, it is important that teachers do not merely put forth a "facade" of a special program. The substantive elements must be defensible in order for innovations to take hold. Kozol (1975) critiques schools for their sophisticated "pretenses of freedom." He quotes Jules Henry as follows:

> "Educationists have attempted to free the school from drill. . . always choosing the most obvious 'enemy' to attack. . . with every enemy destroyed, new ones are installed. . . Educators think that when they have made arithmetic or spelling into a game; made it unnecessary for children to 'sit up'; defined the relationship between the teacher and children as democratic; and introduced plants, fish, and hamsters into schoolrooms, they have settled the problem of drill. They are mistaken" (pp. 4-5).

What is important for all professionals but especially for teachers of the gifted is what Tannenbaum (1977b) referred to as "intellectual honesty." This is the competency that he sees as the most essential of all. Without this, teachers turn out students that are in essence gifted but have a veneer embellished with glibness, slickness, verbosity and superficiality. These students remain gifted but they never become wise. The teacher must be able to build on these characteristics in order to reach an intellectual maturity that is inherent in wisdom.

Tannenbaum also referred to the "mind set" that needs jolting when dealing with the normal curve. In his experiences he has witnessed the regression to the middle of the curve as the norm rather than the thrust to excellence and exceptionalities. He claims that teachers, parents, administrators and the students themselves need to change the thinking that any increases beyond the norm are luxuries. We can no longer be captivated by the norm but rather must develop teacher competencies that will direct the dormant energies to exceeding it.

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Chapter III

The Competencies

Competency Area #1: (Screening-Leadership)

Competency 1A. The teacher of the gifted should be sensitive to behavioral signs of leadership potential in pupil populations.

Sub-Competency 1Aa. recognizing peer responsiveness to leadership efforts among pupils.

Sub-Competency 1Ab. recognizing signs indicative of maturity relative to grade placement.

Sub-Competency 1Ac. recognizing pupil abilities to organize group activities.

Sub-Competency 1Ad. differentiating independent from dependent pupils in decision making situations.

Sub-Competency 1Ae. recognizing charismatic behavior in pupil populations.

Competency 1B. The teacher of the gifted should be familiar with methodologies available for ascertaining leadership skills in pupil populations.

Sub-Competency 1Ba. demonstrating familiarity with the utilization of sociometric procedures.

Sub-Competency 1Bb. demonstrating techniques of parent interviewing yielding evidence of leadership potential.

Sub-Competency 1Bc. utilizing school records for revealing leadership skills among pupil populations.

Sub-Competency 1Bd. utilizing anecdotal reports and observation techniques relative to leadership potential.

Sub-Competency 1Be. demonstrating familiarity with published instruments for screening leadership skills (e.g. teacher rating scales).

Competency 1C. The teacher of the gifted should be sensitive to cultural variations in identifying leadership potential among school aged children and youth.

Sub-Competency 1Ca. knowledgeable of views relative to the expression of leadership manifested by various subcultures in our society.

Sub-Competency 1Cb. able to recognize demonstrations of leadership related to culture specific response patterns.

Sub-Competency 1Cc. able to determine prevailing cultural variables in the home and community that may influence leadership expression.

Sub-Competency 1Cd. capable of translating cultural data into processes for eliciting leadership attempts congruent with the cultural background of the student.

Sub-Competency 1Ce. knowledgeable of leadership screening instruments and procedures designed for specific cultural subgroups.

Competency Area #2: (Screening-Talent Areas)

Competency 2A. The teacher of the gifted should be capable of recognizing overt expression of commendable skill in a variety of talent areas.

Sub-Competency 2Aa. structuring a classroom environment conducive to the expression of pupil talent areas.

Sub-Competency 2Ab. inculcating a value system supportive of talent expression among pupil peers.

Sub-Competency 2Ac. differentiating commendable from ordinary expression of ability in the visual arts.

Sub-Competency 2Ad. differentiating commendable from ordinary expression of ability in the performing arts.

Sub-Competency 2Ae. differentiating commendable from ordinary demonstration of ability in verbal expression.

Sub-Competency 2Af. differentiating commendable from ordinary demonstration of ability in written expression.

Sub-Competency 2Ag. differentiating commendable from ordinary demonstration of ability in the perceptual/psychomotor domain (including mechanical skills and atheletic ability).

Competency 2B. The teacher of the gifted should be sensitive to subtle expressions of talent potential among pupil populations.

Sub-Competency 2Ba. capable of conducting interview procedures with parents, students and colleagues for purposes of exposing pupil talent areas.

Sub-Competency 2Bb. recognizing pupil behavior(s) indicative of unexpressed areas of talent.

Sub-Competency 2Bc. knowledgeable of the relationship and differentiation between pupil interest and pupil talent.

Sub-Competency 2Bd. recognizing habitual off-task behavior (e.g. sketching or doodling) as potentially indicative of pupil talent.

Competency 2C. The teacher of the gifted should be familiar with techniques for eliciting evidence of talent among school aged children and youth.

Sub-Competency 2Ca.	manipulating traditional lesson plans to integrate opportunity for the expression of pupil talents.
Sub-Competency 2Cb.	designing classroom activities intended specifically as vehicles for the demonstration of pupil talents.
Sub-Competency 2Cc.	eliciting the cooperation of available professional expertise in encouraging talent expression within the pupil population.
Sub-Competency 2Cd.	imbuing pupils with the desire to manifest efforts at talent expression within the school setting.
Sub-Competency 2Ce.	sensitive to the need for appropriate reinforcement contingencies in promoting talent expression in the school setting.

Competency Area #3: (Screening-Academic Development)

Competency 3A. The teacher of the gifted should be knowledgeable of the variety of indices reflective of superior academic achievement.

Sub-Competency 3Aa.	knowledgeable of a range of standardized achievement tests commercially available for assessing ability in academic areas.
Sub-Competency 3Ab.	capable of administering and interpreting a variety of instruments designed to scale pupil academic achievement.
Sub-Competency 3Ac.	familiar with sources of information (e.g. publisher's catalogs, dissemination centers) relative to the availability of standardized achievement tests.

Sub-Competency 3Ad. familiar with both the strengths and the weaknesses of observation techniques, school records, anecdotal information, psychometric procedures, and standardized tests in identifying pupils of superior academic ability.

Competency 3B. The teacher of the gifted should be knowledgeable of the variety of indices reflective of superior academic potential.

Sub-Competency 3Ba. knowledgeable of a range of published instruments suitable for detecting superior academic potential among school aged children and youth (e.g. individual and group intelligence tests).

Sub-Competency 3Bb. able to identify those factors in the instructional setting (including social considerations) which may inhibit the expression of superior academic performance.

Sub-Competency 3Bc. able to identify those factors in the home setting (including cultural considerations) which may inhibit the expression of superior academic performance.

Sub-Competency 3Bd. utilizing formal and informal observation techniques for purposes of identifying superior academic potential.

Sub-Competency 3Be. utilizing school records and anecdotal teacher reports for evidence of superior academic potential.

Sub-Competency 3Bf. utilizing peer, parent, and teacher recommendations/nominations for purposes of identifying superior academic potential.

Competency 3C. The teacher of the gifted should be capable of eliciting evidence of superior academic achievement (both realized and potential) among school aged children and youth.

Sub-Competency 3Ca.	creating a classroom milieu supportive of the demonstration of superior academic achievement.
Sub-Competency 3Cb.	capable of motivating school aged children and youth to the maximum expression of their academic capability.
Sub-Competency 3Cc.	designing classroom and home work activities which promote opportunities for pupil demonstration of outstanding achievement in academic areas.
Sub-Competency 3Cd.	utilizing structured classroom observations, cumulative records, anecdotal data, and sociometric procedures (e.g. teacher, parent and peer nominations) in ascertaining superior academic achievement.

Competency Area #4: (Screening/Cognitive Abilities)

Competency 4A. The teacher of the gifted should be capable of utilizing classroom based indices to identify pupils with superior cognitive abilities.

Sub-Competency 4Aa.	administering and interpreting a variety of verbal and nonverbal test instruments suitable for identifying superior cognitive ability.
Sub-Competency 4Ab.	utilizing a variety of nontest instruments (e.g. teacher rating scales) and procedures (e.g. sociometric techniques) in screening for children and youth of superior cognitive ability.
Sub-Competency 4Ac.	recognizing behaviors observable in the classroom setting which are typically correlated with superior cognitive ability among pupil populations.
Sub-Competency 4Ad.	able to effectively utilize formal and informal observation, anecdotal reports, and school cumulative records as data pertinent to the identification of pupils with outstanding cognitive ability.

Competency 4B. The teacher of the gifted should be able to initiate, organize and conduct a schoolwide screening program designed to identify pupils of superior cognitive ability.

Sub-Competency 4Ba. articulating a rationale supportive of screening effort(s) relative to gifted education.

Sub-Competency 4Bb. demonstrating the public relation skills necessary to encourage colleague cooperation in undertaking a screening program.

Sub-Competency 4Bc. having familiarity with a variety of instruments and techniques applicable to screening for superior cognitive abilities within a pupil population.

Sub-Competency 4Bd. able to establish time lines and handle other logistical considerations in implementing a schoolwide screening program.

Sub-Competency 4Be. able to interpret the instructional consequences of a screening effort relative to educational programming for the gifted.

Competency Area #5: (Screening-Self-Concept)

Competency 5. The teacher of the gifted should be familiar with a variety of instruments and techniques suitable for gauging self-concept in pupil populations.

Sub-Competency 5Aa. knowledgeable of the variety of standardized published instruments for scaling the self-concept of children and youth.

Sub-Competency 5Ab. knowledgeable of behavioral indicies and their measurement (e.g. teacher rating scales) reflective of pupil self-concept.

Sub-Competency 5Ac. capable of employing formal and informal observation as a vehicle for obtaining data relative to pupil self-concept.

Sub-Competency 5Ad. capable of structuring a pupil interview for purposes of eliciting information relative to self-concept.

Sub-Competency 5Ae. utilizing written autobiographies for generating data relative to pupil self-concept.

Sub-Competency 5Af. planning and implementing classroom activities (e.g. draw yourself) which are conducive to the expression of self-concept variables.

Sub-Competency 5Ag. utilizing school records, colleague reports and parent interview data for purposes of identifying information pertinent to the self-concept of pupils.

Sub-Competency 5Ah. able to utilize role playing and psychodrama as techniques for gathering data relative to pupil self-concept.

Competency 5B. The teacher of the gifted should be knowledgeable of self-concept as a psychological construct and its implications relative to the identification of gifted pupils.

Sub-Competency 5Ba. familiar with a range of theoretical and empirical literature on self-concept in school aged populations.

Sub-Competency 5Bb. capable of operationalizing measures of self-concept within a classroom setting.

Sub-Competency 5Bc. knowledgeable of the prevalent modes of self-concept expression among gifted children and youth.

Sub-Competency 5Bd. able to interpret classroom behavior in terms of their relationship to a pupil's perception of self.

Sub-Competency 5Be. knowledgeable of the manners in which gifted pupils tend to present themselves in homogeneous pupil settings.

Sub-Competency 5Bf. knowledgeable of the manners in which gifted pupils tend to present themselves in heterogeneous pupil settings.

Sub-Competency 5Bg. able to analyize pupil-pupil interactions for purposes of inferring student self-concept data.

Sub-Competency 5Bh. knowledgeable of the impact of teacher-pupil interactions of the emerging self-concept of pupil populations.

Sub-Competency 5Bi. capable of analyzing pupil-teacher interactions for purposes of inferring data reflective of pupil self-concept.

Competency Area #6: (Screening-Creativity)

Competency 6A. The teacher of the gifted should be capable of determining relative degrees of creative expression among a pupil population.

Sub-Competency 6Aa. demonstrating competence in the administration of published tests of creativity.

Sub-Competency 6Ab. demonstrating competence in the scoring and interpretation of published tests of creativity.

Sub-Competency 6Ac. capable of evaluating student products from the perspective of creative potential and/or expressed creativity.

Sub-Competency 6Ad. capable of evaluating student performance from the perspective of creative potential and/or expressed creativity.

Sub-Competency 6Ae. utilizing available expert judgment in identifying pupils of highly creative potential or performance/production.

Sub-Competency 6Af. capable of deriving evidence of pupil creativity from cumulative records, parent interviews, child reports and observation techniques.

Competency 6B. The teacher of the gifted should be familiar with research and writing in the area of creativity and be capable of utilizing this knowledge base in the identification of students with creative potential.

Sub-Competency 6Ba. familiar with the theoretical relationship between measured intelligence and creativity in children and youth.

Sub-Competency 6Bb. capable of evaluating creative potential and/or creative expression in relationship to chronological age of pupils.

Sub-Competency 6Bc. differentiating between eccentricity and creativity in pupil production and performance.

Sub-Competency 6Bd. familiar with the behavioral correlates of creativity among pupil populations.

Sub-Competency 6Be. capable of applying the published knowledge base in creativity to the identification of highly creative pupils in classroom settings.

Competency Area #7: (Diagnosis-Leadership)

Competency 7A. The teacher of the gifted should be knowledgeable of diagnostic instruments and procedures applicable to leadership ability in children and youth.

Sub-Competency 7Aa. familiar with sources of information and materials pertinent to diagnosis in the area of leadership.

Sub-Competency 7Ab.	sensitive to behavioral correlates of leadership ability likely to be manifested in classroom settings.
Sub-Competency 7Ac.	knowledgeable of a variety of formal instruments (e.g. projective tests and personality inventories) applicable to the assessment of leadership traits.
Sub-Competency 7Ad.	knowledgeable of a variety of activities and techniques (e.g. leaderless group discussion) applicable to the assessment of leadership traits.
Sub-Competency 7Ae.	familiar with the utility of peer nominations and other pupil based sociometrics for assessing leadership skill and potential.
Sub-Competency 7Af.	familiar with the utility of parent, pupil and colleague interview data in assessing leadership ability in pupil populations.

Competency 7B. The teacher of the gifted should be capable of conducting diagnostic procedures relative to leadership skills and potential.

Sub-Competency 7Ba.	determining the child's knowledge and understanding of his own leadership potential.
Sub-Competency 7Bb.	ability to assess verbal skills indicative of leadership potential (e.g. persuasive communication).
Sub-Competency 7Bc.	ability to assess relative strengths and weaknesses in organizing peer activities.
Sub-Competency 7Bd.	ability to assess relative strengths and weaknesses in directing peer activities.
Sub-Competency 7Be.	ability to determine the student's capacity for independent thought and action.

Competency Area #8: (Diagnosis-Talent Areas)

Competency 8A. The teacher of the gifted should be knowledgeable of diagnostic procedures applicable to the expressed and potential talents of pupil populations.

Sub-Competency 8Aa. familiar with sources of information and expertise relative to the assessment of pupil talent areas.

Sub-Competency 8Ab. able to identify a broad range of talent areas of potential visibility in school-based settings.

Sub-Competency 8Ac. differentiating between knowledge-based and performance-based expressions of talent.

Sub-Competency 8Ad. sensitive to the overt and covert factors in a classroom setting which may promote or inhibit the expression of pupil talents.

Sub-Competency 8Ae. knowledgeable of a variety of objective criteria applicable to the assessment of talent in a variety of domains (e.g. perceptual, psychomotor, social).

Sub-Competency 8Af. knowledgeable of a variety of subjective criteria applicable to the assessment of talent in a variety of domains (e.g. perceptual, psychomotor, social).

Competency 8B. The teacher of the gifted should be capable of assessing the relative strengths, weaknesses, and growth potential of children and youth in a variety of talent areas.

Sub-Competency 8Ba. recognizing the broad range of skills reflective of giftedness beyond the intellectual and cognitive realms.

Sub-Competency 8Bb. skilled in utilizing pupil, parent and colleague interview data in assessing expressed and potential pupil talent.

Sub-Competency 8Bc.	recognizing the utility of employing professional/expert judgment in evaluating pupil proficiency in talent areas.
Sub-Competency 8Bd.	capable of examining pupil products and performance from a perspective of talent expression and potential.
Sub-Competency 8Be.	capable of designing a teacher-made instrument for rating and recording indices of pupil proficiency in a wide range of talent areas.
Sub-Competency 8Bf.	capable of scaling the relative strengths and weaknesses among a pupil population in a variety of talent areas (e.g. dance, dramatics, mechanics, art, music).

Competency Area #9: (Diagnosis-Academic Development)

Competency 9A. The teacher of the gifted should be familiar with a variety of diagnostic instruments and techniques applicable to the academic development of children and youth.

Sub-Competency 9Aa.	familiar with a range of sources (e.g. commercial publishers, dissemination centers) of information and materials of utility in the diagnosis of academic achievement.
Sub-Competency 9Ab.	able to list published tests designed to diagnose pupil academic strengths and weaknesses in the various curriculum areas.
Sub-Competency 9Ac.	knowledgeable of and sensitive to the socioeconomic and cultural biases that may influence pupil performance on achievement tests.
Sub-Competency 9Ad.	conducting diagnostic procedures in a manner consistent with the preferred learning style, receptive and expressive modalities of their pupils.

Sub-Competency 9Ae. utilizing a broad variety of data sources (e.g. observation, interviews, work samples, formal tests and school records) in deriving diagnostic conclusions relative to academic development.

Competency 9B. The teacher of the gifted should be competent in contributing to the diagnosis of academic strengths and weaknesses in superior pupils populations.

Sub-Competency 9Ba. capable of selecting an appropriate diagnostic instrument or procedure relative to specific academic areas of the school curriculum.

Sub-Competency 9Bb. capable of administering a range of diagnostic instruments in each of the academic areas of the school curriculum.

Sub-Competency 9Bc. capable of interpreting the results (pupils strengths and weaknesses) of diagnostic assessments in academic achievement.

Sub-Competency 9Bd. capable of participating in and contributing to the efforts of a diagnostic team evaluating the academic ability of a gifted pupil.

Sub-Competency 9Be. sensitive to both interindividual and intraindividual differences in the academic development of schoolaged children and youth.

Competency 9C. The teacher of the gifted should be knowledgeable of the range of variables which influence and determine the expression of academic competence among elementary and secondary students.

Sub-Competency 9Ca. able to differentiate between academic achievement and academic potential in gifted pupil populations.

Sub-Competency 9Cb.	sensitive to peer pressure influences in affecting academic achievement.
Sub-Competency 9Cc.	cognizant of the home and parental variables which may influence achievement in academic subject areas.
Sub-Competency 9Cd.	aware of pupil variables (e.g. sex of pupil, motivational hierarchy, personality factors) which may influence academic achievement in the school setting.
Sub-Competency 9Ce.	sensitive to the ways in which classroom climate (including teacher variables) may influence a child's academic achievement.
Sub-Competency 9Cf.	aware of the contribution of materials, experience, and human resources to the academic achievement of gifted pupils.

Competency Area #10: (Diagnosis-Cognitive Abilities)

Competency 10A. The teacher of the gifted should possess familiarity with the knowledge base pertinent to diagnosis in the area of cognition.

Sub-Competency 10Aa.	evidencing familiarity with a broad body of research on learning (including serial learning, paired-associates, short and long-term memory).
Sub-Competency 10Ab.	evidencing familiarity with a variety of theoretical models specific to learning and cognition in children (including Hull-Spence, Piaget, and Skinner).
Sub-Competency 10Ac.	evidencing familiarity with the theoretical paradigms having practical application to cognition in gifted pupil populations (e.g. Bloom's taxonomy, Guilford's Structure of the Intellect).

Sub-Competency 10Ad. capable of extrapolating from published research and theoretical literature to diagnostic processes in learning and cognition.

Sub-Competency 10Ae. capable of selecting and/or designing innovative diagnostic procedures (formal and informal) specific to a particular area of cognitive function.

Sub-Competency 10Af. sensitive to the experiential, behavioral and demographic variables which may influence the design, administration and interpretation of diagnostic batteries.

Competency 10B. The teacher of the gifted should be knowledgeable of instruments and procedures applicable to the assessment of cognitive abilities in children and youth.

Sub-Competency 10Ba. able to select and administer a variety of standardized individual intelligence tests (e.g. Stanford-Binet).

Sub-Competency 10Bb. able to select and administer a variety of instruments for assessing language skills (e.g. Boehm Test of Basic Concepts, PPVT).

Sub-Competency 10Bc. able to identify procedures leading to the assessment of primary cognitive functions (e.g. attention, perception).

Sub-Competency 10Bd. able to identify procedures leading to the assessment of secondary cognitive functions (e.g. drawing conclusions, making inferences).

Sub-Competency 10Be. able to identify procedures and/or instruments for diagnosing higher cognitive functions (e.g. abstract thinking, conceptual integration).

Competency 10C. The teacher of the gifted should be capable of planning, implementing and carrying out a diagnostic program relative to cognitive functioning in school aged pupils.

Sub-Competency 10Ca. able to specify the broad range of cognitive skills encompassed by a thorough diagnosis (e.g. memory, conceptualization, reasoning, critical thinking).

Sub-Competency 10Cb. capable of differentiating the dignostic process for assessing both divergent and convergent thinking/production.

Sub-Competency 10Cc. capable of differentiating the diagnostic process for assessing the components of memory integrity (e.g. integration, storage, retrieval).

Sub-Competency 10Cd. capable of differentiating the diagnostic process for assessing the child's capacity to analyze and synthesize information).

Sub-Competency 10Ce. assessing effectiveness in utilizing the processes for generating evaluative judgments (e.g. sequencing ideas/facts logically, specifying criteria, temporal economy).

Competency Area #11: Diagnosis-Self-Concept)

Competency 11A. The teacher of the gifted should be knowledgeable of the factors that contribute to the formation of self-concept in school aged children and youth.

Sub-Competency 11Aa. possessing an operational knowledge base relative to self-concept derived from developmental, educational, and abnormal psychology.

Sub-Competency 11Ab. able to identify the interpersonal variables and experiences that contribute both positively and negatively to the formation of self-concept.

Sub-Competency 11Ac. able to identify the family related variables (e.g. parental attitudes, birth order, sibling achievements) that may effect the development of self-concept.

Sub-Competency 11Ad. able to identify the school related variables (e.g. academic achievement, frequency and type of reinforcements available) that may contribute to the development of self-concept.

Sub-Competency 11Ae. able to identify the relationship between child characteristics (e.g. age, sex, attractiveness, ethnic background) and their expression as reflected in indices of self-concept.

Sub-Competency 11Af. sensitive to both the correlations and discrepancies that may evolve between affective development and other domains (e.g. social development, perceptual/motor development, cognitive development).

Competency 11B. The teacher of the gifted should be capable of conducting formal and informal assessments relative to the self-concept of gifted pupils.

Sub-Competency 11Ba. gaining familiarity with the instruments and procedures applicable to the diagnosis of self-concept variables.

Sub-Competency 11Bb. able to ascertain discrepancies between ideal-self and self-concept in children of varying age levels.

Sub-Competency 11Bc. capable of administering and interpreting a variety of published instruments designed to assess self-concept in children and youth.

Sub-Competency 11Bd. capable of generating, implementing and interpreting a variety of informal classroom activities yielding indices of childrens' self image.

Sub-Competency 11Be. interpreting academic, social/emotional, and psychomotor variables in terms of their potential impact on the development of self-concept.

Sub-Competency 11Bf. utilizing self-reports, peer sociometric data, parent interviews, school records, classroom observation and work samples to derive diagnositc information relative to the self-concept of individual pupils.

Competency 11C. The teacher of the gifted should be sensitive to the debilitating consequences of bias (e.g. sexual, racial) in educational diagnosis.

Sub-Competency 11Ca.	familiar with the issues relative to stereotyping in education historically and today.
Sub-Competency 11Cb.	able to select diagnostic instruments and procedures according to unbiased criteria.
Sub-Competency 11Cc.	able to administer diagnostic instruments and procedures in an unbiased fashion.
Sub-Competency 11Cd.	able to interpret diagnostic data from a perspective independent of biasing factors.
Sub-Competency 11Ce.	able to communicate information to the student and parents relative to the operation and consequences of bias (e.g. sexual, racial) in the development of self-concept.
Sub-Competency 11Cf.	sensitive to the particular and common influence of chronological bias in the education of gifted and talented pupils.

Competency Area #12: (Diagnosis-Creativity)

Competency 12A. The teacher of the gifted should possess familiarity with the knowledge base applicable to the diagnosis of creativity in pupil populations.

Sub-Competency 12Aa.	evidencing knowledge of the research studies in creativity applicable to the determination of pupil strengths and weaknesses in their area.
Sub-Competency 12Ab.	demonstrating a knowledge base foundation in creativity literature.
Sub-Competency 12Ac.	understanding related concepts and theories relative to creativity in gifted students.

Sub-Competency 12Ad. knowledgeable of the empirical relationship between creativity and intellectual giftedness in the student/pupil population.

Sub-Competency 12Ae. utilizing print and nonprint resources to locate instruments and procedures applicable to the diagnosis of creativity.

Sub-Competency 12Af. able to identify the major authors and their contributions to the assessment of creativity in children and youth.

Competency 12B. The teacher of the gifted should be capable of assessing levels of expressed and potential creativity within the school setting.

Sub-Competency 12Ba. capable of selecting, administering and interpreting the results of published tests of creativity.

Sub-Competency 12Bb. utilizing available professional/expert judgment to evaluate creative potential and expression in gifted students.

Sub-Competency 12Bc. able to carry out both formal and informal assessments of fluency skills within the context of the educational setting.

Sub-Competency 12Bd. able to carry out both formal and informal assessments of originality skills within the context of the educational setting.

Sub-Competency 12Be. able to carry out both formal and informal assessments of flexibility skills within the context of the educational setting.

Sub-Competency 12Bf. able to carry out both formal and informal assessments of elaboration skills within the context of the educational setting.

Sub-Competency 12Bg. able to utilize pupil products (both verbal and written/graphic) in the evaluation of qualitative and quantitative levels of creativity.

Sub-Competency 12Bh. able to utilize school records, parent input and peer reports in evaluating pupil creativity.

Competency 12C. The teacher of the gifted should be able to identify those behaviors indicative of high creativity among gifted students.

Sub-Competency 12Ca. knowledgeable of those factors in the home and school setting which may enhance and/or inhibit the development of creative potential.

Sub-Competency 12Cb. knowledgeable of those factors in the home and school setting which may enhance and/or inhibit the expression of creative potential.

Sub-Competency 12Cc. able to recognize and relate curiosity to high levels of creative expression among pupils.

Sub-Competency 12Cd. able to recognize and relate imagination to high levels of creative expression among pupils.

Sub-Competency 12Ce. able to recognize and relate divergent thinking to high levels of creative expression among pupils.

Sub-Competency 12Cf. knowledgeable of the child behaviors that are frequently associated with high levels of creativity (e.g. self-confidence, sensitivity, independence in thought and action).

Sub-Competency 12Cg. able to differentiate eccentricity from creativity in pupil performance and production.

Competency Area #13: (Instruction-Leadership)

Competency 13A. The teacher of the gifted should be capable of eliciting critical thinking in making value judgments relative to leadership roles.

Sub-Competency 13Aa. communicating the parameters of a value laden situation constituting a dilemna.

Sub-Competency 13Ab. enabling the process of analyzing the dilemma situation into its constituent components to facilitate its eventual resolution.

Sub-Competency 13Ac. differentiating the ethical from the factual considerations in the dilemma situation.

Sub-Competency 13Ad. differentiating the qualitative features (e.g. good vs. bad, right vs. wrong) of the dilemma situation.

Sub-Competency 13Ae. facilitating closure in dilemma resolution by leading to a value judgment.

Competency 13B. The teacher of the gifted should be capable of utilizing a variety of instructional strategies supportive of the development of leadership skills.

Sub-Competency 13Ba. knowledgeable of the traits, qualities, and skills characteristic of superior leadership capability in children and youth.

Sub-Competency 13Bb. enabling students to identify their own strengths and weaknesses in the area of leadership.

Sub-Competency 13Bc. providing the students with opportunities to observe and experience model leadership behavior through films, demonstrations, and activities in self-governance.

Sub-Competency 13Bd. utilizing activities in communication, problem solving, and decision making to reinforce skills underlying effective leadership.

Sub-Competency 13Be. providing opportunities to deploy leadership skills in the classroom setting through simulation, role playing, and dramatization.

Competency 13C. The teacher of the gifted should be capable of organizing a major class project affording pupils the opportunity to assume leadership positions as well as develop and refine leadership skills.

Sub-Competency 13Ca. identifying school/home/community opportunities and resources of potential contributory value to a leadership project.

Sub-Competency 13Cb. eliciting student involvement in generating a classwide leadership project.

Sub-Competency 13Cc. engaging student interest in participating in and contributing to a major leadership project.

Sub-Competency 13Cd. utilizing pupil contracts as a vehicle for assuring commitment and motivation relative to a class leadership project.

Sub-Competency 13Ce. maintaining continuity and progress in carrying out a major project in the area of student leadership.

Sub-Competency 13Cf. providing students the opportunity to critically analyze and evaluate the successes and failures experienced through participation in the leadership project.

Competency 13D. The teacher of the gifted should be capable of organizing instruction commensurate with goals and objectives pertaining to leadership development and expression.

Sub-Competency 13Da. able to articulate instructional goals and objectives applicable of the development and expression of leadership skills.

Sub-Competency 13Db. able to derive a rationale for students, parents, colleagues and school administrators supportive of the inclusion of leadership training in the curriculum.

Sub-Competency 13Dc. providing students with a positive role model as a teacher-leader in behalf of the education of gifted children and youth.

Sub-Competency 13Dd. integrating opportunities for student leadership training into the ongoing instructional program.

Sub-Competency 13De. enabling students to develop guidelines for the evaluation and critical analysis of leaders and leadership roles.

Competency Area #14: (Instruction-Talent Areas)

Competency 14A. The teacher of the gifted should be capable of utilizing a variety of instructional strategies for the nurturance of talents manifested in pupil populations.

Sub-Competency 14Aa. providing exploratory learning experiences leading to the identification of pupil talent areas.

Sub-Competency 14Ab. challenging and motivating student interest in the development and refinement of talent areas.

Sub-Competency 14Ac. providing direct talent instruction for students demonstrating promise or skills in areas of expertise possessed by the teacher.

Sub-Competency 14Ad. utilizing home/school/community resources for in-depth instruction relative to talent areas evidenced in the pupil population.

Sub-Competency 14Ae. utilizing mentors from various careers and professions to formulate or provide training and experience in talent areas.

Sub-Competency 14Af. utilizing mediated vehicles (e,g, films, video tapes, audio cassettes) for the provision of advanced instruction in talent areas possessed by children and youth.

Competency 14B. The teacher of the gifted should be capable of utilizing instruction from the cognitive, affective and psychomotor domains to develop the talents of gifted students.

Sub-Competency 14Ba.	demonstrating a working knowledge of instruction in the cognitive, affective, and psychomotor domains.
Sub-Competency 14Bb.	formulating instructional goals and objectives in the cognitive, affective, and psychomotor domains providing opportunity for talent expression and development.
Sub-Competency 14Bc.	adapting lesson plans in the cognitive, affective and psychomotor domains toward the incorporation of pupil talent areas.
Sub-Competency 14Bd.	able to task analyze pupil talents into components reflective of the cognitive, affective and psychomotor domains.

Competency 14C. The teacher of the gifted should be capable of designing, implementing and carrying out an instructional program for talent development.

Sub-Competency 14Ca.	identifying the teaching skills underlying the development of pupil talent areas.
Sub-Competency 14Cb.	organizing instruction around goals and objectives pertaining to talent development.
Sub-Competency 14Cc.	demonstrating an understanding of the Multiple Talent Approach to gifted education.
Sub-Competency 14Cd.	differentiating the values of group and individual instruction for purposes of talent development.
Sub-Competency 14Ce.	accurately assessing one's own competency in the variety of talent areas manifested in the pupil population.
Sub-Competency 14Cf.	identifying and recruiting support of resource persons and agencies possessing competency in pupil talent areas.

Competency Area #15: (Instruction-Academic Development)

Competency 15A. The teacher of the gifted should be capable of preparing an individualized educational program (I.E.P.) for gifted and talented pupils.

Sub-Competency 15Aa. determining a pupil's present level(s) of educational performance (including his strengths and weaknesses).

Sub-Competency 15Ab. selecting appropriate long-term (annual) goals suitable for the particular child's academic progress.

Sub-Competency 15Ac. deriving short-term instructional objectives compatible with the annual goals.

Sub-Competency 15Ad. identifying the specific educational services necessary to achieve the instructional objectives expressed.

Sub-Competency 15Ae. specifying objective evaluation criteria and procedures appropriate for each instructional target.

Competency 15B. The teacher of the gifted should be capable of utilizing various instructional strategies appropriate for the academic needs of gifted pupils.

Sub-Competency 15Ba. utilizing inductive teaching methods (e.g. inquiry approach).

Sub-Competency 15Bb. utilizing guided discovery as an instructional strategy.

Sub-Competency 15Bc. utilizing self-directed learning approaches (e.g. programmed learning, independent study).

Sub-Competency 15Bd. utilizing peer teaching in the instructional process (e.g. committee projects, class reports, skill demonstration).

Sub-Competency 15Be. communicating knowledge and skills through expository strategies (both oral and visual presentations).

Sub-Competency 15Bf. generating knowledge and skills through classroom discussion techniques.

Competency 15C. The teacher of the gifted should be capable of providing science instruction commensurate with the capacity and interest level of gifted students.

Sub-Competency 15Ca. enabling students to use inquiry (in reading, writing, speaking) as a viable means of exploring abstract ideas in the science curriculum.

Sub-Competency 15Cb. providing students with tools and skills in carrying out experiments that integrate symbolic representations with concrete manipulations.

Sub-Competency 15Cc. developing and communicating guidelines for the evaluation of conclusions/consequences derived from experimentation and/or inquiry.

Sub-Competency 15Cd. facilitating the student in constructing models and theories based upon their inquiry, experimentation and evaluation of scientific concepts and abstract ideas.

Sub-Competency 15Ce. integrating content and skills from other curriculum areas as applicable to student interests in science.

Sub-Competency 15Cf. enabling students to relate new experiences and findings in science to their past experience and knowledge base.

Sub-Competency 15Cg. knowledgeable of the scientific method and able to communicate its utility to pupils.

Competency 15D. The teacher of the gifted should be capable of differentiating instructional practices in mathematics for gifted students.

Sub-Competency 15Da. providing flexibility and opportunity for individualization (e.g. availability of wider range of material by level) within math instruction.

Sub-Competency 15Db.	condensing traditional math curriculums to enable higher levels of achievement in shorter periods of time.
Sub-Competency 15Dc.	providing math instruction at a higher level of abstraction as opposed to reliance on rote learning or lock-step procedures.
Sub-Competency 15Dd.	utilizing inductive/discovery approach/method for the realization and formation of mathematical concepts.
Sub-Competency 15De.	utilizing available external resources (e.g. computer facilities) and professional expertise (e.g. engineers) when math needs are beyond knowledge or skills possessed by the teacher.

Competency 15E. The teacher of the gifted should be capable of providing appropriate instruction in the language arts for gifted students.

Sub-Competency 15Ea.	knowledgeable of methods and procedures for gifted students in enhancing skills in listening, speaking, reading and writing.
Sub-Competency 15Eb.	sensitizing students to motivational variables and modes of expression in communication in addition to content mastery.
Sub-Competency 15Ec.	providing opportunities and instruction in critical listening (using words, phrases, sentences and ideas).
Sub-Competency 15Ed.	providing students with opportunities for spontaneous expression through a variety of techniques (topical speeches, story telling, pantomine).
Sub-Competency 15Ee.	providing opportunity and resources for reading in atypical areas as well as at advanced reading levels.
Sub-Competency 15Ef.	enabling students to critically analyze, interpret and elaborate upon material read in and out of the classroom setting.
Sub-Competency 15Eg.	exposing students to reading and writing in various modes and genres (e.g. free verse, limericks, press releases, persuasive letters).

Competency 15F. The teacher of the gifted should be capable of providing instruction that enables higher levels of achievement and conceptualization in social studies.

Sub Competency 15Fa.	enabling students to utilize a broad range of cognitive skills (e.g. generalization, divergent thinking) in examining basic social studies content.
Sub-Competency 15Fb.	enabling students to perceive generic principles and trends in history independent of the chronology of historical events.
Sub-Competency 15Fc.	providing opportunities for students to derive historical information through discovery and logical reasoning as opposed to rote learning and lock-step approaches.
Sub-Competency 15Fd.	utilizing a variety of human and material resources for imparting content in the social studies curriculum (e.g. trips, newspapers, museums, speakers).
Sub-Competency 15Fe.	utilizing innovative instructional techniques (e.g. simulation, role playing, fictionalizing historical events) in presenting social studies content.

Competency Area #16: (Instructional-Cognitive Abilities)

Competency 16A. The teacher of the gifted should be capable of eliciting critical thinking skills relative to knowledge based content.

Sub-Competency 16Aa.	communicating a knowledge base specific to a particular problem area.
Sub-Competency 16Ab.	conveying skills condusive to analyzing the knowledge base content into its component parts.
Sub-Competency 16Ac.	familiarizing pupils with the importance of differentiating relevant from irrelebant components.

Sub-Competency 16Ad. differentiating factional from speculative content.

Sub-Competency 16Ae. facilitating closure by supporting synthesis leading to a critically derived conclusion.

Competency 16B. The teacher of the gifted should be able to integrate opportunities for pupil brainstorming and creative problem solving into an instructional plan.

Sub-Competency 16Ba. knowledgeable of the environmental and teacher-pupil interaction variables which support brainstorming and creative problem solving.

Sub-Competency 16Bb. able to manipulate the classroom setting so that it is conducive to brainstorming and creative problem solving by pupils.

Sub-Competency 16Bc. able to determine and communicate the type of instructional objectives which are suited for brainstorming and creative problem solution.

Sub-Competency 16Bd. motivating pupils to undertake brainstorming and creative problem solving approaches to suitable instructional tasks.

Sub-Competency 16Be. sensitive to the appropriate modes of reinforcement and feedback utilized during brainstorming and creative problem solving.

Competency 16C. The teacher of the gifted should be capable of implementing instrution designed to demonstrate and enhance the cognitive abilities of gifted pupils.

Sub-Competency 16Ca. implementing instruction for purposes of demonstrating and enhancing primary cognitive abilities (e.g. attention, perception, discrimination)

Sub-Competency 16Cb. implementing instruction for purposes of demonstrating and enhancing secondary cognitive abilities (e.g. drawing conclusions, making inferences).

Sub-Competency 16Cc. implementing instruction for purposes of demonstrating and enhancing higher level cognitive abilities (e.g. abstract thinking, conceptual integration).

Sub-Competency 16Cd. enabling students to develop productive thinking skills through instruction in divergent, convergent and evaluative thinking.

Sub-Competency 16Ce. planning instruction requiring students to forcast, speculate, plan and derive critical decisions in the solution of problems.

Competency 16D. The teacher of the gifted should be familiar with alternative means of stimulating the cognitive potentials of gifted children and youth.

Sub-Competency 16Da. utilizing mediated instructional and non-instructional materials in stimulating cognitive efforts among pupils.

Sub-Competency 16Db. integrating competitive techniques in instructional plans for purposes of eliciting cognitive skills.

Sub-Competency 16Dc. utilizing gaming and simulation methods to the cognitive capacities of stimulate pupils.

Sub-Competency 16Dd. utilizing pupil demonstration and productive activities to elicit cognitive potentials of gifted pupils.

Sub-Competency 16De. contracting mentor services and other community resources and agencies for stimulating cognitive growth in pupil populations.

Competency Area #17: (Instruction-Self-Concept)

Competency 17A. The teacher of the gifted should be capable of maintaining a classroom milieu that fosters the development of positive self-concepts.

Sub-Competency 17Aa. knowledgeable of the classroom and instructional variables that influence self-concept development in children and youth.

Sub-Competency 17Ab. aware of the pupil variables (e.g. intellectual, personality-social, physical) that interact with the instructional climate in influencing pupil self-concepts.

Sub-Competency 17Ac. sensitive to the home/parental and cultural variables that interact with the instructional climate in influencing pupil self-concepts.

Sub-Competency 17Ad. able to describe a classroom and instructional climate that would promote positive self-concepts in pupils.

Sub-Competency 17Ae. able to openly acknowledge and communicate personal strengths and weakness in academic areas.

Competency 17B. The teacher of the gifted should be capable of utilizing instructional techniques that enable exploration of pupil values.

Sub-Competency 17Ba. utilizing questioning techniques that probe extant pupil values and their rationale.

Sub-Competency 17Bb. enabling students to make inferences relative to their feelings about a problem, situation, and/or event.

Sub-Competency 17Bc. implementing learning experiences in the affective (e.g. feelings, attitudes) domain.

Sub-Competency 17Bd. enabling student experience and expression of empathy for others relative to problems, situations, and/or events.

Sub-Competency 17Be. enabling students to relate their own affective experience to current problems, situations, and events.

Sub-Competency 17Bf. enabling pupils to differentiate between factual content and value-laden content in instructional situations.

Competency 17C. The teacher of the gifted should be capable of organizing instruction around goals and objectives applicable to the development of self-concept.

Sub-Competency 17Ca. providing opportunities for the student to succeed and excel in areas of strength.

Sub-Competency 17Cb. involving students activity in instructional planning and evaluation.

Sub-Competency 17Cc. utilizing teacher-pupil and pupil-pupil techniques that foster and reinforce self-esteem.

Sub-Competency 17Cd. providing students an opportunity to reflect on their own behaviors (adaptive and nonadaptive) in a variety of real and simulated situations.

Sub-Competency 17Ce. able to articulate instructional objectives in the affective domain.

Competency 17D. The teacher of the gifted should be capable of providing instruction which promotes positive self-concept in children and youth.

Sub-Competency 17Da. providing a non-judgmental instructional setting for the discussion of feelings, attitudes and values.

Sub-Competency 17Db. evidencing trust and confidence in pupil populations relative to decision-making in curriculum and instruction.

Sub-Competency 17Dc. sensitive to "body language" cues (e.g. facial expressions, voice tone) in conveying value judgments in self and students.

Sub-Competency 17Dd. providing a positive affective model (e.g. inhibiting emotionally negative reactions) in dealing with instructional and classroom problems.

Sub-Competency 17De. utilizing various techniques capable of having direct import on pupil self-concept (e.g. values clarification, behavior modification, transactional analysis).

Competency 17E. The teacher of the gifted should be capable of providing instruction facilitating positive self-concept in various gifted subgroups (e.g. handicapped gifted).

Sub-Competency 17Ea. establishing a tone of acceptance for individual differences in the classroom setting.

Sub-Competency 17Eb. implementing instructional content supportive of the qualities of handicapped gifted individuals.

Sub-Competency 17Ec. implementing instructional content supportive of the qualities of disadvantaged gifted individuals.

Sub-Competency 17Ed. implementing instructional content supportive of the qualities of academically talented/gifted females.

Sub-Competency 17Ee. implementing instructional content supportive of the qualities of minority group gifted individuals.

Competency Area #18: (Instruction-Creativity)

Competency 18A. The teacher of the gifted should be capable of providing opportunities for students to enhance their creative abilities.

Sub-Competency 18Aa. conducting classroom activities reflective of a non-authoritarian and flexible management system.

Sub-Competency 18Ab. providing open-ended activities without restraints of grades, evaluations or judgments.

Sub-Competency 18Ac. encouraging diverse responses to given situations and/or instructional problems.

Sub-Competency 18Ad. incorporating time and space in which students can pursue activities of their own design.

Sub-Competency 18Ae. allowing for elaboration on themes, ideas and/or projects as determined by students interests and abilities.

Sub-Competency 18Af. operating in a facilitative as opposed to a directive capacity in nurturing instruction conducive of creative effort.

Competency 18B. The teacher of the gifted should be capable of exhibiting flexibility in utilization of alternative teaching styles.

Sub-Competency 18Ba. varying teaching style as a function of pupil characteristics.

Sub-Competency 18Bb. varying teaching style as a function of instructional task.

Sub-Competency 18Bc. varying teaching style as a function of curriculum content.

Sub-Competency 18Bd. varying teaching style as a function of resources available.

Sub-Competency 18Be. varying teaching style as a function of the instructional environment.

Competency 18C. The teacher of the gifted should be capable of utilizing instructional techniques that stimulate creative performance in the classroom.

Sub-Competency 18Ca. implementing instruction conducive to the production of fluency of response.

Sub-Competency 18Cb. implementing instruction conducive to the production of flexibility in response.

Sub-Competency 18Cc. implementing instruction conducive to the production of originality in response.

Sub-Competency 18Cd. implementing instruction conducive to the production of elaboration in response.

Sub-Competency 18Ce. providing for "incubation periods" during which students reflect on problem situations and data in an effort to derive unique relationships and conclusions.

Sub-Competency 18Cf. enabling students to use skills in divergent and evaluative thinking in deriving problem solutions.

Competency 18D. The teacher of the gifted should be capable of creating a classroom environment supportive of the creative potential of children and youth.

Sub-Competency 18Da.	knowledgeable of the teacher behaviors that are related to creative production in pupil populations.
Sub-Competency 18Db.	able to utilize reinforcement contingencies most compatible with creative expression in students.
Sub-Competency 18Dc.	utilizing instructional activities, materials, and resources which promote creative potential and expression among students.
Sub-Competency 18Dd.	articulating the stages of creative production to foster student output and understanding of the processes involved.
Sub-Competency 18De.	establishing nonjudgmental criteria for evaluating productions emanating from creative effort.

Competency Area #19: (Curriculum-Leadership)

Competency 19A. The teacher of the gifted should be capable of designing a curriculum which promotes the expression of leadership skills in the classroom setting.

Sub-Competency 19Aa.	knowledgeable of the elements involved in the design of curriculum content.
Sub-Competency 19Ab.	able to differentiate a curriculum for short-term instruction (e.g. addressing a single instructional objective) from a curriculum intended for long-term implementation (e.g. a comprehensive instructional unit).

Sub-Competency 19Ac. able to differentiate curriculum designed for individualized instruction from curriculum more compatible with group instruction.

Sub-Competency 19Ad. structuring curriculum content with sufficient flexibility to enable pupil initiated activity.

Sub-Competency 19Ae. integrating content in the design of curriculum specific to leadership development and expression.

Sub-Competency 19Af. insuring content relative to the ethics and responsibility of leadership in curriculum planning.

Competency 19B. The teacher of the gifted should provide students with the opportunity to contribute to the determination of curriculum content.

Sub-Competency 19Ba. capable of eliciting candid feedback from pupils relative to their evaluation of an ongoing curriculum.

Sub-Competency 19Bb. capable of eliciting candid input from pupils in decision-making relative to curriculum planning.

Sub-Competency 19Bc. designing instrumentation (e.g. pupil inventories) and procedures (e.g. reaching consensus) which serve as vehicles for the expression of curriculum preferences.

Sub-Competency 19Bd. familiar with a wide variety of available resources and references to support student initiated curriculum goals.

Sub-Competency 19Be. communicating to pupils the rudiments of curriculum planning and development.

Competency 19C. The teacher of the gifted should be capable of selecting and adapting an existing curriculum for purposes of promoting leadership skills in children and youth.

Sub-Competency 19Ca. familiar with a variety of sources of curriculum (e.g. curriculum guides, dissemination centers) of potential utility in training/developing leadership.

Sub-Competency 19Cb. knowledgeable of the techniques employed in modifying a curriculum for a particular instructional purpose.

Sub-Competency 19Cc. knowledgeable of the techniques employed in modifying a curriculum for a particular pupil population (i.e. gifted).

Sub-Competency 19Cd. integrating student directed learning experiences into a curriculum designed for teacher implementation.

Sub-Competency 19Ce. identifying the behaviors associated with leadership which can be nurtured through curriculum implementation, manipulation, or innovation.

Competency Area #20: (Curriculum-Talent Areas)

Competency 20A. The teacher of the gifted should be capable of selecting, adapting and designing curriculum supportive of the multiple talents likely to be represented among the pupil population.

Sub-Competency 20Aa. knowledgeable of available curriculum content and sources of curriculum content which support the development of talent areas in students.

Sub-Competency 20Ab. knowledgeable of available curriculum content and sources of curriculum content which provide opportunities for the expression of talent areas by students.

Sub-Competency 20Ac. capable of adapting/modifying available curriculum to support the development of pupil talents.

Sub-Competency 20Ad. capable of adapting/modifying available curriculum to provide opportunities for the expression of talent areas by students.

Sub-Competency 20Ae. capable of designing curriculum content which nurtures the development of pupil talents.

Sub-Competency 20Af. capable of designing curriculum content which provides opportunity for the expression of pupil talents.

Competency 20B. The teacher of the gifted should be capable of applying the basic principles of curriculum development and theory to the nurturance of pupil talents.

Sub-Competency 20Ba. knowledgeable of the literature on curriculum development including various curriculum development models.

Sub-Competency 20Bb. familiar with a range of curriculum products and ongoing curriculum development efforts in the talent areas (e.g. performing arts, graphic arts, psychokinesthetics).

Sub-Competency 20Bc. able to articulate the relationship between local community values and the role of talents in the school curriculum.

Sub-Competency 20Bd. recognizing financial considerations and resources as factors influencing curriculum development in the talent areas.

Sub-Competency 20Be. utilizing available professional expertise and community based talent resources in designing and implementing curriculum content.

Competency Area #21: (Curriculum-Academic Development)

Competency 21A. The teacher of the gifted should be capable of providing curriculum content appropriate to the academic needs of gifted children and youth.

Sub-Competency 21Aa. having familiarity with academic curriculums designed specifically for gifted pupil populations.

Sub-Competency 21Ab. able to modify traditional curriculum content commensurate with the higher acievement capacities of gifted pupils.

Sub-Competency 21Ac. able to modify traditional curriculum content compatible with the advanced levels of conceptualization typifying gifted pupils.

Sub-Competency 21Ad. planning academic curriculum to capitalize on the relative rapidity with which gifted pupils acquire knowledge.

Sub-Competency 21Ae. able to implement an academic curriculum in a manner conducive to the independence of learning characteristic of gifted pupils.

Competency 21B. The teacher of the gifted should be capable of designing academic curriculum based on the learning, personal/social, and experiential characteristics of gifted students.

Sub-Competency 21Ba. understanding how pupil variables influence the design, development, and implementation of an academic curriculum.

Sub-Competency 21Bb. planning a curriculum which is sufficiently flexible to accommodate the breadth of academic interests characteristic of a gifted pupil population.

Sub-Competency 21Bc. capable of designing a curriculum which affords opportunities for individualization of learning.

Sub-Competency 21Bd. able to integrate personal/social/cultural pupil characteristics as design influences in curriculum development.

Sub-Competency 21Be. able to integrate pupil motivational and attitudinal variables as design influences in curriculum development.

Competency 21C. The teacher of the gifted should be capable of planning academic curriculum which incorporates experiences and activities of particular utility with gifted pupils.

Sub-Competency 21Ca. organizing an academic curriculum that requires pupils to utilize both deductive and inductive reasoning processes.

Sub-Competency 21Cb. organizing an academic curriculum that requires pupils to manipulate concepts and symbols.

Sub-Competency 21Cc. organizing an academic curriculum that requires pupils to utilize challenging apparatus and materials.

Sub-Competency 21Cd. organizing an academic curriculum that minimizes the use of rote learning and lock-step procedures.

Sub-Competency 21Ce. organizing an academic curriculum that entails the study of real problems in a real or simulated context.

Sub-Competency 21Cf. organizing an academic curriculum that provides opportunities to model professional expertise in an area of inquiry.

Sub-Competency 21Cg. organizing a curriculum that provides pupils the opportunity to perceive patterns and relationships not readily available in traditional curriculum.

Sub-Competency 21Ch. organizing a curriculum that provides opportunities for in-depth exploration beyond that typical of the regular grade level curriculum.

Competency Area #22: (Curriculum-Cognitive Abilities)

Competency 22A. The teacher of the gifted should be capable of developing curriculum designed to nurture the unique cognitive abilities of gifted pupils.

Sub-Competency 22Aa. possessing the knowledge and skills underlying the curriculum development process.

Sub-Competency 22Ab. knowledgeable of the unique cognitive abilities characterizing the gifted pupil population.

Sub-Competency 22Ac. capable of modifying a knowledge based curriculum to create a motivating and challenging instructional experience for gifted students.

Sub-Competency 22Ad. capable of adapting or generating a curriculum that stimulates higher cognitive functioning in a pupil population.

Sub-Competency 22Ae. capable of integrating enrichment opportunities and experiences into traditional curriculum content.

Competency 22B. The teacher of the gifted should be capable of matching curriculum components to specific cognitive abilities of gifted pupil populations.

Sub-Competency 22Ba. able to select, adapt or design curriculum geared to the development of primary cognitive functions (e.g. attention, perception, discrimination).

Sub-Competency 22Bb. able to select, adapt or design curriculum geared to the development of secondary cognitive functions (e.g. drawing conclusions, making inferences).

Sub-Competency 22Bc. able to select, adapt or design curriculum geared to the development of higher cognitive functions (e.g. abstract thinking, conceptual integration).

Sub-Competency 22Bd. able to select, adapt or design curriculum in terms of a variety of specific cognitive abilities (e.g. reasoning, conceptualization, critical thinking, analysis, synthesis, memory).

Competency Area #23: (Curriculum-Self-Concept)

Competency 23A. The teacher of the gifted should be capable of integrating pupil interests and preferences into curriculum planning.

Sub-Competency 23Aa. knowledgeable of tools and procedures for ascertaining student interests relative to curriculum content.

Sub-Competency 23Ab. knowledgeable of tools and procedures for ascertaining student preferences relative to curriculum content, instructional styles and learning modalities.

Sub-Competency 23Ce. capable of designing curriculum in light of the variables which positively influence self-concept in a particular gifted student.

Competency Area #24: (Curriculum-Creativity)

Competency 24A. The teacher of the gifted should be capable of planning curriculum which fosters the development of creative potential in gifted children and youth.

Sub-Competency 24Aa. knowledgeable of the published research and theoretical literature on creativity in school aged children and youth.

Sub-Competency 24Ab. able to identify the behavioral, verbal, and figural signs of creative potential and expression in the school setting.

Sub-Competency 24Ac. knowledgeable of the environmental and interpersonal characteristics of a learning setting which are conducive to the development and expression of creative production.

Sub-Competency 24Ad. selecting, adapting and designing curriculum commensurate with the principles underlying the nurturance of creative potential and expression in pupil populations.

Sub-Competency 24Ae. capable of differentiating curriculum which fosters divergent thinking/expression from curriculum which fosters convergent thinking/expression.

Competency 24B. The teacher of the gifted should be capable of planning curriculum which maximizes the opportunity for creative expression by pupils.

Sub-Competency 24Ba. able to integrate opportunity for pupil expression of fluency (verbal and figural) in curriculum planning.

Sub-Competency 24Bb. able to integrate opportunity for pupil expression of originality in curriculum planning.

Sub-Competency 23Ac. capable of matching available curriculum content with the interests and preferences of individual students.

Sub-Competency 23Ad. capable of modifying curriculum to insure compatibility with student interests and preferences.

Sub-Competency 23Ae. capable of designing curriculum content based on data reflective of pupil interests and preferences.

Competency 23B. The teacher of the gifted should be capable of nurturing career awareness through curriculum planning for gifted children and youth.

Sub-Competency 23Ba. knowledgeable of the literature and general knowledge base on career education.

Sub-Competency 23Bb. sensitive to the specific problems encountered by gifted pupils in career decisions and planning.

Sub-Competency 23Bc. able to select, adapt and design curriculum specific to career education for the gifted.

Sub-Competency 23Bd. able to integrate career education concepts and awareness into ongoing curriculum in various content areas.

Competency 23C. The teacher of the gifted should be capable of selecting, modifying and designing curriculum which promotes positive self-concepts in pupil populations.

Sub-Competency 23Ca. knowledgeable of the personal/social/interpersonal variables that enhance and inhibit the development of positive self-concept.

Sub-Competency 23Cb. knowledgeable of the home/parental/cultural variables that enhance and inhibit the development of positive self-concept.

Sub-Competency 23Cd. capable of modifying curriculum in light of variables which positively influence self-concept in a particular gifted student.

Sub-Competency 24Bc. able to integrate opportunity for pupil expression of flexibility in curriculum planning.

Sub-Competency 24Bd. able to integrate opportunity for pupil expression of elaboration in curriculum planning.

Sub-Competency 24Be. able to integrate opportunity for divergent expression by pupils in planning curriculum content.

Competency Area #25: (Materials-Leadership)

Competency 25A. The teacher of the gifted should be familiar with a variety of resources applicable to leadership training.

Sub-Competency 25Aa. utilizing handbooks and bibliographies listing materials and activities suitable for leadership development.

Sub-Competency 25Ab. utilizing public community resources (e.g. libraries, public agencies) to acquire information and materials applicable to leadership training.

Sub-Competency 25Ac. eliciting support and cooperation of community leaders (e.g. executives in local business, political figures) in facilitating practical experience opportunities for students with leadership potential and skill.

Sub-Competency 25Ad. knowledgeable of leadership training materials available from commercial publishers as well as simulation training packages utilized in business and industry.

Competency 25B. The teacher of the gifted should be capable of utilizing available materials and resources for nurturing leadership skills in pupil populations.

Sub-Competency 25Ba. knowledgeable of the skills, abilities, and traits underlying effective leadership expression.

Sub-Competency 25Bb. selecting academic materials which contribute knowledge and/or experience relative to systems, organizations, or administrative relationships.

Sub-Competency 25Bc. identifying real and hypothetical leadership problems within academic areas (e.g. economics, sociology, political science) for critical study and problem resolution.

Sub-Competency 25Bd. utilizing classroom resources (including teacher and peer generated issues) to enable students to assume leadership roles.

Sub-Competency 25Be. integrating instructional materials into the curriculum which foster student expression of opinions, personal stands, controversial viewpoints, and persuasive discourse.

Competency 25C. The teacher of the gifted should be capable of selecting, adapting and generating materials relevant to superior leadership expression and potential.

Sub-Competency 25Ca. possessing a diversified knowledge base relative to resources in the area of leadership (e.g. films, texts, games).

Sub-Competency 25Cb. able to modify resource materials so as to maximize features conducive to pupil leadership opportunities.

Sub-Competency 25Cc. capable of matching instructional materials features with pupil characteristics in the area of leadership.

Sub-Competency 25Cd. designing materials and activities capable of differentiating leadership abilities among pupils.

Sub-Competency 25Ce. identifying goals, values, and ethical responsibilities pertinent to leadership roles as criteria in material selection and design.

Competency Area #26: (Materials-Talent Areas)

Competency 26A. The teacher of the gifted should be knowledgeable of sources and resources pertaining to talent development.

Sub-Competency 26Aa. familiar with vocational and career education materials providing exposure to a range of talent areas.

Sub-Competency 26Ab. knowledge of the availability and utility of libraries, computerized retrieval systems and dissemination centers as resources pertinent to talent development.

Sub-Competency 26Ac. knowledgeable of the availability and utility of local, state, national and international agencies devoted to the promotion of talent development.

Sub-Competency 26Ad. capable of locating, recruiting and channeling human resources (e.g. local artists, architects, musicians) in behalf of pupil talent interests.

Sub-Competency 26Ae. utilizing inservice opportunities (e.g. workshops, short courses, conferences) to gain information and materials of value in pupil talent development.

Sub-Competency 26Af. identifying and utilizing community resources, cultural events, and special interest groups to promote talent areas in children and youth.

Competency 26B. The teacher of the gifted should be familiar with commercially available instructional materials geared toward development in a variety of talent areas.

Sub-Competency 26Ba. identify a variety of instructional activities and materials of utility in nurturing musical interest and talent.

Sub-Competency 26Bb. identify a variety of instructional activities and materials of utility in nurturing artistic interest and talent.

Sub-Competency 26Bc. identify a variety of instructional activities and materials of utility in nurturing interest and talent in dramatics.

Sub-Competency 26Bd. identify a variety of instructional activities and materials of utility in nurturing interest and talent in dance.

Sub-Competency 26Be. identify a variety of instructional activities and materials of utility in nurturing interest and talent in other performance areas (e.g. gross and fine motor).

Sub-Competency 26Bf. identify a variety of instructional activities and materials of utility in nurturing interest and talent in other creative arts (e.g. writing).

Sub-Competency 26Bg. identify a variety of instructional activities and materials of utility in nurturing interest and talent in other expressive arts (e.g. oratory).

Competency 26C. The teacher of the gifted should be capable of selecting, adapting and creating materials of value in promoting pupil talents.

Sub-Competency 26Ca. identifying the component(s) of an instructional material in relation to specific pupil talents.

Sub-Competency 26Cb. identifying the positive and negative attributes of materials relative to the promotion of talent interest and expression.

Sub-Competency 26Cc. able to synthesize and reorganize components/aspects of diverse materials to promote the development of pupil talent areas.

Sub-Competency 26Cd. able to elaborate and innovate in the implementation of materials to maximize opportunities for pupil talent expression.

Sub-Competency 26Ce. able to prioritize materials for talent development within the constraints of a specified budget.

Sub-Competency 26Cf. able to integrate enrichment options which capitalize on pupil talents in utilizing available materials.

Sub-Competency 26Cg. capable of applying theoretical notions and models bearing on talent in the selection, adaptation and design of instructional materials.

Competency Area #27: (Materials-Academic Development)

Competency 27A. The teacher of the gifted should be knowledgeable of the variety of sources of information relative to materials for nurturing academic development in gifted students.

Sub-Competency 27Aa. evidencing familiarity with commercial publishers of instructional materials for gifted students.

Sub-Competency 27Ab. utilizing journals and other periodicals to gain familiarity with new and current resources for instructing gifted students.

Sub-Competency 27Ac. demonstrating awareness of and ability to use clearinghouses and other public agencies which disseminate information relative to instructional materials for gifted students.

Sub-Competency 27Ad. demonstrating familiarity with instructional materials centers and other library sources for access to materials and pertinent information.

Sub-Competency 27Ae. evidencing familiarity with noncommercial sources of materials applicable to the promotion of academic skills in gifted students (e.g. funded projects, teacher made material, local curriculum products).

Sub-Competency 27Af. demonstrating knowledge of the potential utility of various consumer products as materials for gifted students (e.g. construction materials, challenging games and puzzles, electronic devices).

Competency 27B. The teacher of the gifted should be familiar with instructional materials appropriate for use with gifted students in various academic areas.

Sub-Competency 27Ba. evidencing familiarity with language arts materials appropriate for gifted students.

Sub-Competency 27Bb. evidencing familiarity with science materials appropriate for gifted students.

Sub-Competency 27Bc. evidencing familiarity with math materials appropriate for gifted students.

Sub-Competency 27Bd. evidencing familiarity with social studies materials appropriate for gifted students.

Competency 27C. The teacher of the gifted should be capable of adapting traditional instructional materials for use with gifted students in the academic areas.

Sub-Competency 27Ca. demonstrating familiarity with the criteria for adapting instructional materials for use with gifted students.

Sub-Competency 27Cb. demonstrating the ability to implement instructional materials in ways that are unique and/or innovative.

Sub-Competency 27Cc. demonstrating the ability to elaborate beyond the intended use of the instructional material.

Sub-Competency 27Cd. demonstrating the ability to select out components of instructional materials to meet specific academic needs.

Sub-Competency 27Ce. demonstrating the ability to synthesize components of a variety of instructional materials toward a common academic goal.

Competency 27D. The teacher of the gifted should be capable of utilizing nontraditional materials as academic resources in educating gifted students.

Sub-Competency 27Da.	functioning in a facilitative capacity relative to the availability of resource materials for academic study.
Sub-Competency 27Db.	able to transpose print/text material into audio and alternative visual formats.
Sub-Competency 27Dc.	demonstrating the ability to identify and utilize academic resources of particular value for in-depth study (e.g. primary source documents, artifacts, indexing systems).
Sub-Competency 27Dd.	capable of effectively integrating resource materials in academic instruction (e.g. telescopes, plants, animals).
Sub-Competency 27De.	capable of integrating community facilities as instructional resources in academic pursuits (e.g. museums, utilities, hospitals).
Sub-Competency 27Df.	capable of identifying, recruiting, and integrating community mentors into academic instruction (e.g. bankers, journalists, attorneys).

Competency Area #28: (Materials-Cognitive Abilities)

Competency 28A. The teacher of the gifted should be capable of identifying and utilizing materials and resources that stimulate cognitive growth.

Sub-Competency 28Aa.	knowledgeable of materials that enable students to perceive and interpret new information through experience (e.g. realia).
Sub-Competency 28Ab.	knowledgeable of materials that are cognitively stimulating (e.g. crossword puzzles, analogies).

Sub-Competency 28Ac. knowledgeable of educational materials and activities that enhance the development of cognitive powers (e.g. simulation games, mathematical proofs).

Sub-Competency 28Ad. knowledgeable of commercial products that may serve to promote cognitive growth (e.g. erector sets, model constructions).

Competency 28B. The teacher of the gifted should be capable of selecting instructional materials relative to specific cognitive abilities.

Sub-Competency 28Ba. knowledgeable of instructional materials requiring the use of short- and long-term memory capacity.

Sub-Competency 28Bb. knowledgeable of instructional materials requiring the use of problem solving abilities.

Sub-Competency 28Bc. knowledgeable of instructional materials requiring the analysis and synthesis of data and concepts.

Sub-Competency 28Bd. knowledgeable of instructional materials requiring the use of abstract reasoning abilities.

Sub-Competency 28Be. knowledgeable of instructional materials requiring use of the hierarchy of primary, secondary and higher level cognitive functions (e.g. discrimination, conceptualization).

Competency 28C. The teacher of the gifted should be capable of nurturing the cognitive abilities of relatively heterogenous pupil populations through material utilization.

Sub-Competency 28Ca. demonstrating the ability to adapt instructional materials to the unique cognitive needs of pupils.

Sub-Competency 28Cb. demonstrating the ability to design and construct instructional materials suited to the development of specific cognitive abilities.

Sub-Competency 28Cc. demonstrating the ability to select instructional materials by criteria implicit in theoretical models of cognition (e.g. Bloom's Taxonomy, Guilford's Structure of the Intellect).

Sub-Competency 28Cd. demonstrating the ability to modify instructional materials to achieve higher and more diverse cognitive functioning than intended by the publisher and author.

Competency 28D. The teacher of the gifted should be capable of providing methodological assistance for students requiring resources in investigations stemming from cognitive pursuits.

Sub-Competency 28Da. providing general instruction in advanced research and library skills.

Sub-Competency 28Db. enabling students to have access to and knowledge of a broad range of reference materials and resources.

Sub-Competency 28Dc. demonstrating the intended use and potential of various reference tools (print and nonprint).

Sub-Competency 28Dd. facilitating student use of research and resource materials in unique and unusual ways.

Sub-Competency 28De. providing students with materials appropriate for investigative strategies and inquiry approaches to problem solution.

Competency Area #29: (Materials-Self-Concept)

Competency 29A. The teacher of the gifted should be capable of selecting instructional materials utilizing criteria applicable to pupil self-concept.

Sub-Competency 29Aa. sensitive to cultural and socioeconomic dimensions reflected in instructional materials.

Sub-Competency 29Ab. sensitive to racial and sexual bias reflected in instructional materials.

Sub-Competency 29Ac. capable of examining instructional materials in terms of pupil motivation variables.

Sub-Competency 29Ad. capable of examining instructional materials in terms of pupil preferences in learning style.

Sub-Competency 29Ae. capable of examining instructional materials in terms of teacher preferences in teaching style.

Sub-Competency 29Af. capable of examining instructional materials in terms of their compatibility with pupil achievement levels and readiness.

Competency 29B. The teacher of the gifted should be capable of utilizing instructional materials and other resources in a manner which promotes positive pupil self and peer perceptions.

Sub-Competency 29Ba. knowledgeable of instructional materials designed specifically to promote positive self-concept development in children and youth.

Sub-Competency 29Bb. knowledgeable of instructional materials designed specifically to enhance peer interactions, perceptions, and interpersonal relationships.

Sub-Competency 29Bc. selecting and implementing instructional materials that foster experience and growth in the affective domain.

Sub-Competency 29Bd. selecting and implementing instructional materials that assure pupil experience along criteria of success and promote feelings of self worth.

Sub-Competency 29Be. able to individualize material selection and modification in light of the unique abilities and needs of individual pupils.

Sub-Competency 29Bf. selecting and implementing instructional materials and resources that are inherently reinforcing.

Competency Area #30: (Materials-Creativity)

Competency 30A. The teacher of the gifted should be knowledgeable of a variety of resources for materials pertinent to creativity development and instruction.

Sub-Competency 30Aa. knowledgeable of governmental and other public agencies which disseminate information and materials relevant to creativity.

Sub-Competency 30Ab. able to ascertain recipients of grants and contracts pertaining to materials development and curriculum in creativity.

Sub-Competency 30Ac. familiar with commercial publishers of instructional materials of value in the nurturing of creativity potential and expression.

Sub-Competency 30Ad. knowledgeable of professional organizations in the area of gifted education as potential sources of material and information relating to creativity.

Sub-Competency 30Ae. recognizing the potential of available human resources (e.g. scientists, inventors, librarians) for obtaining information and materials applicable to creative effort.

Competency 30B. The teacher of the gifted should be capable of utilizing instructional materials to foster and enhance pupil creativity.

Sub-Competency 30Ba. capable of selecting and utilizing mediated instructional materials and non-educational media for promoting pupil creativity (e.g. films, records, cassettes).

Sub-Competency 30Bb. capable of synthesizing diverse instructional resources to produce materials and activities likely to stimulate creative effort by pupils.

Sub-Competency 30Bc. integrating materials into instruction which promote and reinforce divergent thinking.

Sub-Competency 30Bd. integrating materials into instruction which entail pupil opportunity to demonstrate flexibility and originality.

Sub-Competency 30Be. integrating materials into instruction which entail pupil opportunity to demonstrate ideational and figural fluency.

Sub-Competency 30Bf. utilizing instructional materials which foster and promote opportunities for student elaboration of content.

Competency 30C. The teacher of the gifted should be capable of selecting materials along criteria related to their utility for nurturing creative potential and expression.

Sub-Competency 30Ca. recognizing the potential of flexibility in maximizing the utility of an instructional material for fostering creativity.

Sub-Competency 30Cb. recognizing inherent originality in instructional materials as a feature conducive to the stimulation of creative effort.

Sub-Competency 30Cc. capable of adapting traditional instructional materials for unique and/or unintended uses in the classroom setting.

Sub-Competency 30Cd. capable of selecting instructional materials likely to engender pupil curiosity.

Sub-Competency 30Ce. capable of selecting instructional materials likely to engender pupil exploration and heighten investigation capacities.

Competency Area #31: (Coordination-Leadership)

Competency 31A. The teacher of the gifted should be capable of serving as a leadership model through advocacy efforts in behalf of gifted pupils and programs.

Sub-Competency 31Aa. able to articulate the goals and purposes of the several professional organizations serving the gifted and talented.

Sub-Competency 31Ab. working through appropriate local, state and federal channels to secure legislation and/or funding in behalf of gifted education.

Sub-Competency 31Ac. participating in conferences, institutes, symposiums and other inservice opportunities to promote the objectives of gifted education.

Sub-Competency 31Ad. contributing to the organization of actively participating in local parent groups, school committees, and other advocacy efforts in behalf of gifted education.

Sub-Competency 31Ae. subscribing to, reading and/or contributing to journals and newsletters published in the area of gifted and talented education.

Sub-Competency 31Af. actively seeking opportunities to effectively communicate advocate viewpoints to a variety of audiences relative to gifted education.

Competency 31B. The teacher of the gifted should be capable of channeling home, school and community resources in behalf of the education of gifted and talented children and youth.

Sub-Competency 31Ba. capable of persuasively communicating to parents the values and advantages of specialized education for the gifted and talented.

Sub-Competency 31Bb. capable of promoting interest and support for gifted/talented education among community leaders and other influential school contacts.

Sub-Competency 31Bc. capable of elevating and enhancing gifted education as a priority concern among teaching peers and school administrators.

Sub-Competency 31Bd. capable of utilizing pupil products achievements and enthusiasm as a resource in advocating for quality education for the gifted and talented.

Sub-Competency 31Be. capable of coordinating advocacy elements among pupil, teacher, administrator, parent and community leaders into a cohensive effort in behalf of gifted and talented education.

Competency 31C. The teacher of the gifted should be capable of arranging opportunities for pupils to experience and cultivate leadership capacities.

Sub-Competency 31Ca. serving as a liaison between community sponsors and pupils having leadership potential applicable to the sponsoring agency.

Sub-Competency 31Cb. capable of generating school and community based opportunities for students to develop and apply managerial and leadership skills.

Sub-Competency 31Cc. supporting and encouraging the development of school and community resources providing vehicles for pupil leadership (e.g. student government, special interest groups).

Sub-Competency 31Cd. motivating pupil experience in leadership roles through participation in out-of-school clubs and extra curricular activities.

Sub-Competency 31Ce. utilizing role playing and other simulation activities to approximate leadership experience within the classroom setting.

Competency Area #32: (Coordination-Talent Areas)

Competency 32A. The teacher of the gifted should be capable of serving as a liaison between community resources and talented children and youth.

Sub-Competency 32Aa.	familiar with techniques and materials for identifying available and potential talent resources in the community (e.g. chamber of commerce, local publications).
Sub-Competency 32Ab.	persuasively communicating a rationale for public/community support and participation in talent development of pupil populations.
Sub-Competency 32Ac.	involving the local art community (i.e. resident artists, art league sponsors, art supply merchants) in opportunities for artistically talented pupils.
Sub-Competency 32Ad.	involving the local media resources (i.e. T.V. and radio stations, newspapers) in facilitating practical involvement of pupils with pertinent interest and talent.
Sub-Competency 32Ae.	involving the various professional and amateur community talent resources (e.g. music, drama) in school and out-of-school projects designed to provide vehicles for pupil talent areas.
Sub-Competency 32Af.	bringing a wide range of talented adults into the school setting to demonstrate and interact with pupils relative to their special capabilities.

Competency 32B. The teacher of the gifted should be capable of generating opportunities for the demonstration of pupil talents.

Sub-Competency 32Ba.	motivating pupils to seek opportunities for public expression of their particular talents.
Sub-Competency 32Bb.	motivating pupils to appreciate and encourage talent expression in their peer group.
Sub-Competency 32Bc.	working with school administrators in organizing opportunities for pupil talent demonstrations (e.g. art exhibits, recitals).
Sub-Competency 32Bd.	identifying and eliciting cooperation of pertinent community resources in serving as vehicles for pupil talent expression.

Sub-Competency 32Be. motivating community agencies and talent resources to serve in support and mentor capacities for talented pupils.

Competency 32C. The teacher of the gifted should be capable of organizing and implementing a comprehensive school program for pupil talent expression.

Sub-Competency 32Ca. articulating a compelling rationale and school philosophy for the support and promotion of pupil talent areas.

Sub-Competency 32Cb. availing pupils of exploratory opportunities to expose talent interest and potentials (e.g. school based talent shows, art competitions).

Sub-Competency 32Cc. identifying pupil talents and involvement observation, teacher/pupil/parent interviews and questionnaires.

Sub-Competency 32Cd. identifying, contacting and eliciting backing and support from community resources (business and industry, political and social leadership, local colleges and universities).

Sub-Competency 32Ce. assuming primary responsibility for disseminating favorable information and publicity relative to the school wide talent program.

Sub-Competency 32Cf. gaining support of all pertinent school servicies and professionals (e.g. administrators, parent groups, ancillary personnel).

Competency Area #33: (Coordination-Academic Development)

Competency 33A. The teacher of the gifted should be capable of organizing and coordinating the delivery of services and resources supportive of the academic program.

Sub-Competency 33Aa. contacting and eliciting cooperation of community professionals (i.e. mentors) to participation in educational programs as needed and desirable.

Sub-Competency 33Ab. identifying and involving parent participation in educational programs as compatable with their areas of expertise.

Sub-Competency 33Ac. identifying and coordinating various in-school and community resources which compensate for deficits in the teacher's personal knowledge base.

Sub-Competency 33Ad. utilizing peer teaching under circumstances in which both pupils will benefit from this type of interchange.

Sub-Competency 33Ae. eliciting and deploying public and private community agency resources in meeting the specialized academic needs of individual pupils.

Sub-Competency 33Af. arranging for field trips to sites of particular value in enhancing the academic programs of gifted and talented pupils.

Competency 33B. The teacher of the gifted should be capable of integrating enrichment experiences into an on-going program of academic instruction.

Sub-Competency 33Ba. demonstrating familiarity with a broad range of enrichment opportunities.

Sub-Competency 33Bb. examining an academic program for potential inclusion of enrichment experiences.

Sub-Competency 33Bc. initiating pupil involvement and enthusiasm relative to enrichment exercises.

Sub-Competency 33Bd. fostering enrichment opportunities for individual students within the context of the regular educational program and setting.

Sub-Competency 33Be. generating pupil assessment procedures appropriate for products of enrichment efforts.

Competency 33C. The teacher of the gifted should be capable of integrating the goals and objectives of the gifted program into the mainstream of the regular school program.

Sub-Competency 33Ca. articulating the goals and objectives of both the gifted and regular school programs.

Sub-Competency 33Cb. differentiating the qualitative and quantitative features of the gifted as opposed to the regular educational program.

Sub-Competency 33Cc. interacting with school personnel (regular and special teaching, administrative, and support) relative to aims and objectives of gifted program and their interface with the regular school program.

Sub-Competency 33Cd. coordinating and sharing resources and knowledge with teacher peers to enhance and enrich academic programming for gifted students in the regular school program.

Sub-Competency 33Ce. participating in meetings and other forms of communication with district level curriculum developers, implementers, and specialists to incorporate gifted education goals into the school program(s).

Sub-Competency 33Cf. utilizing State Department special education resource and consultant services to facilitate the development and maintenance of specialized academic training for the gifted.

Competency Area #34: (Coordination-Cognitive Abilities)

Competency 34A. The teacher of the gifted should be capable of manipulating and/or organizing a learning milieu which maximizes pupil opportunities for cognitive development and experience.

Sub-Competency 34Aa. demonstrating the ability to coordinate the temporal, spatial, resource and personnel variables underlying an effective milieu for observational learning.

Sub-Competency 34Ab. demonstrating the ability to create and manage an educational environment conducive to laboratory exploration of facts and phenomena.

Sub-Competency 34Ac. creating a learning milieu which fosters pupil exploration and inquiry into issues and problems.

Sub-Competency 34Ad. managing the classroom environment to facilitate pupil synthesis and analysis of data and experience supporting assimilation of new knowledge.

Sub-Competency 34Ae. able to list and articulate the nature of the diverse environmental variables which influence cognitive processing among pupil populations.

Competency 34B. The teacher of the gifted should be capable of utilizing the diversity of resources appropriate for enhancing the cognitive abilities of gifted children and youth.

Sub-Competency 34Ba. demonstrating a knowledge base relative to the various sources of materials and information/expertise in cognitive functioning and development.

Sub-Competency 34Bb. utilizing published literature (books, journals, empirical and theoretical reports, curriculum guides) in planning activities for enhancing cognitive functioning in gifted pupils.

Sub-Competency 34Bc. involving the students in an understanding and exploration of their own cognitive skills leading to pupil input into curriculum and instruction in the cognitive domain.

Sub-Competency 34Bd. utilizing external and school based human resources (e.g. consultants, learning specialists, former teachers) in generating information and direction relative to programming for cognitive skills.

Sub-Competency 34Be. Utilizing commercially prepared instructional materials designed specifically to foster cognitive functioning in pupils.

Competency Area #35: (Coordination-Self-Concept)

Competency 35A. The teacher of the gifted should be capable of structuring opportunities for students to experience school success and positive feelings of self worth.

Sub-Competency 35Aa. determining the individual reinforcemant preferences and hierachies for individual students.

Sub-Competency 35Ab. demonstrating a teacher awareness of the relevant strengths and weaknesses represented among the pupil population.

Sub-Competency 35Ac. enabling the students to establish and strive for goals that are realistic in terms of personal and environmental constraints.

Sub-Competency 35Ad. encouraging sensitive and supportive attitudes among pupil peers, teachers, administrators, and parents.

Sub-Competency 35Ae. facilitating the provision of inservice programs dealing with affective dimensions of the gifted and talented pupils educational needs.

Competency 35B. The teacher of the gifted should be capable of channeling school and out-of-school resources and influences in behalf of the emotional/social needs of gifted and talented pupils.

Sub-Competency 35Ba. knowledgeable of the counseling services available in the school and community of potential benefit to the pupil and his family.

Sub-Competency 35Bb. facilitating the integration of pupil educational goals with the priorities and objectives of the school and home settings.

Sub-Competency 35Bc. capable of effectively and appropriately referring pupils and/or their parents to appropriate guidance and/or counseling services as necessary.

Sub-Competency 35Bd. possessing a knowledge base sufficient to identify behavioral signs of pupil maladjustment and/or need for assistance in the affective domain.

Sub-Competency 35Be. communicating to school colleagues and parents accurate information and dispelling erroneous common fallacies relative to the emotional/social needs and characteristics of gifted pupils.

Competency Area #36: (Coordination-Creativity)

Competency 36A. The teacher of the gifted should be capable of organizing a school environment conducive to the maximization of creative performance by children and youth.

Sub-Competency 36Aa. motivating pupils toward unique and/or original productivity in ideation and production.

Sub-Competency 36Ab. creating a milieu which fosters pupil expression of divergent responses within appropriate curriculum contexts.

Sub-Competency 36Ac. maintaining sufficient flexibility in scheduling and assignments to foster individuality in academic pursuits.

Sub-Competency 36Ad. advocating in behalf of and working to acquire sufficient nontraditional school resources (e.g. photo processing equipment, chemistry equipment/supplies) to support creative production by pupils.

Sub-Competency 36Ae. communicating to colleagues (teachers administrators, support staff) and parents, the environmental parameters conducive to creative behavior in school aged children and youth.

Competency 36B. The teacher of the gifted should be capable of identifying and coordinating the variety of resources underlying a program designed to foster creative potential in students.

Sub-Competency 36Ba. knowledgeable of research, theory and instrumentation pertaining to the identification and nurturance of creativity in children and youth.

Sub-Competency 36Bb. utilizing mediated (visual, audio and audio-visual) materials and resources to stimulate creative potential and expression in classroom settings.

Sub-Competency 36Bc. making available and/or being able to identify a broad range of print sources (e.g. indexes, guides, references, anthologies) of utility in stimulating and supporting creative efforts by pupils.

Sub-Competency 36Bd. encouraging pupils, colleagues and parents to make available and support student use of nontraditional material and content in pursuing school projects and out-of-school interests.

Sub-Competency 36Be. providing sufficient time and work-space for pupils to pursue short and long-term creative efforts.

Sub-Competency 36Bf. encouraging both the student and his peers toward a mutually beneficial sharing of creative products and ideas.

Sub-Competency 36Bg. maintaining a nonjudgmental affect during and in reaction to the pupils efforts at creative production.

Sub-Competency 36Bh. enabling pupils to derive evaluative criteria applicable to the qualitative and quantitative features of their own creative products (tangible and ideational).

Competency Area #37: (Evaluation-Leadership)

Competency 37A. The teacher of the gifted should be capable of undertaking an evaluation effort relative to leadership training.

Sub-Competency 37Aa. knowledgeable of evaluation models applicable to the assessment of leadership behavior.

Sub-Competency 37Ab. able to articulate evaluation criteria pertinent to expression of pupil leadership skills.

Sub-Competency 37Ac. knowledgeable of normative referenced evaluation techniques in the area of pupil leadership.

Sub-Competency 37Ad. knowledgeable of criterion referenced evaluation techniques in the area of pupil leadership.

Sub-Competency 37Ae. able to utilize evaluation data in planning curriculum and instruction bearing on leadership training.

Competency 37B. The teacher of the gifted should be capable of deriving data indicative of leadership potential and expression in pupil populations.

Sub-Competency 37Ba. knowledgeable of methods and procedures for recording and compiling pupil data.

Sub-Competency 37Bb. capable of eliciting objective data from parents and colleagues regarding indices of pupil leadership.

Sub-Competency 37Bc. capable of utilizing school records and classroom performance for evidence of leadership potential and expression.

Sub-Competency 37Bd. capable of organizing, implementing and evaluating sociometric and other peer reporting procedures for generating pupil leadership data.

Sub-Competency 37Be. capable of structuring and interpreting the results of pupil interviews for purposes of gaining self report data relative to leadership skills.

Sub-Competency 37Bf. able to identify and administer a variety of formal instruments which produce scores pertaining to leadership interest, potential, and skill.

Sub-Competency 37Bg. able to determine quantitative and qualitive indices of pupil leadership from extracurriculum pursuits (including community activities).

Competency Area #38: (Evaluation-Talent Areas)

Competency 38A. The teacher of the gifted should be capable of evaluating pupil progress in a diversity of talent areas.

Sub-Competency 38Aa. knowledgeable of evaluation models applicable to performance and production criteria.

Sub-Competency 38Ab. able to differentiate between normative referenced and criterion referenced evaluation approaches.

Sub-Competency 38Ac. able to specify realistic performance objectives given current levels of talent expression in pupils.

Sub-Competency 38Ad. able to contract and/or negotiate mastery criteria with talented pupils.

Sub-Competency 38Ae. undertaking a variety of data gathering approaches (e.g. observation, product evaluation) when the talent area is within the teacher's area(s) of professional expertise.

Sub-Competency 38Af. utilizing external criteria and/or judgment in evaluating pupil performance or production in talent areas beyond the teacher's personal expertise.

Competency 38B. The teacher of the gifted should be capable of conducting an evaluation of a school program designed to nurture pupil talents.

Sub-Competency 38Ba. able to ascertain the goals and objectives of a school-based talent education program.

Sub-Competency 38Bb. able to articulate evaluation criteria relevant to various pupil talent areas.

Sub-Competency 38Bc. capable of matching percise evaluation criteria to specific program objectives.

Sub-Competency 38Bd. able to inculcate a data gathering (objective) approach to talent education among teachers and administrators.

Sub-Competency 38Be. able to elicit and utilize pupil perceptions in evaluating a school's talent program.

Sub-Competency 38Bf. able to elicit and utilize parent perceptions in evaluating a school's talent program.

Competency 38C. The teacher of the gifted should be capable of utilizing a data approach to develop and/or impact on a school's talent program.

Sub-Competency 38Ca. undertaking formal and informal inservice efforts to sensitize colleagues to the value of identifying and cultivating pupil talents.

Sub-Competency 38Cb. articulating a rationale supportive of pupil talent nurturance for students, parents, teachers and administrators.

Sub-Competency 38Cc. designing a systematic needs assessment relative to educational programming in pupil talent areas.

Sub-Competency 38Cd. gathering and reporting data reflective of the degree to which pupil talent needs are being met within the school setting.

Sub-Competency 38Ce. generating community support and integrating community resources toward enhancing talent development and expression within the school setting.

Competency Area #39: (Evaluation-Academic Development)

Competency 39A. The teacher of the gifted should be capable of designing an evaluation effort geared toward academic programming.

Sub-Competency 39Aa. knowledgeable of formative evaluation efforts geared toward academic programming.

Sub-Competency 39Ab. knowledgeable of summative evaluation procedures and criteria.

Sub-Competency 39Ac. able to identify the dimensions and parameters of an academic program that are appropriate as evaluation targets.

Sub-Competency 39Ad. able to select, adapt and/or design instruments for recording evaluation data pertinent to academic program dimensions (e.g. curriculum, instruction, personnel).

Sub-Competency 39Ae. able to quantify the various qualitative features of an academic program (e.g. pupil satisfaction, parent perceptions).

Sub-Competency 39Af. able to concisely and meaningfully summarize a diversity of evaluation data bearing on a comprehensive academic program.

Sub-Competency 39Ag. able to communicate the results of an evaluation effort in terms of constructive recommendations.

Competency 39B. The teacher of the gifted should be capable of evaluating pupil progress in the academic content areas.

Sub-Competency 39Ba. familiar with a diversity of published acievement tests available for the variety of academic areas.

Sub-Competency 39Bb. capable of designing, utilizing and interpreting teacher made instruments for assessing pupils' academic progress.

Sub-Competency 39Bc. capable of articulating instructional objectives and corresponding objective evaluation criteria.

Sub-Competency 39Bd. knowledgeable of techniques for integrating evaluation procedures into instructional practices.

Sub-Competency 39Be. capable of constructing a pupil profile graphically representing academic strengths and weaknesses.

Competency 39C. The teacher of the gifted should be capable of evaluating the impact of specialized services for the gifted on the total education program.

Sub-Competency 39Ca. capable of establishing a productive dialog relative to program evaluation with teachers and administrators.

Sub-Competency 39Cb. able to delineate the components of the regular education program which are integral to the education of the gifted and talented.

Sub-Competency 39Cc. able to determine those regular education program components (including resource, personnel, pupil) which are influenced by though independent of the gifted program.

Sub-Competency 39Cd. knowledgeable of the rudiments of comparative evaluation designs.

Sub-Competency 39Ce. eliciting and analyzing data from sources external to gifted education (including pupils, parents, school personnel).

Competency Area #40: (Evaluation-Cognitive Abilities)

Competency 40A. The teacher of the gifted should be capable of evaluating him/herself relative to pupil gains in cognition and general school performance.

Sub-Competency 40Aa. sensitive to the factors operating to bias and/or inhibit efforts at self evaluation.

Sub-Competency 40Ab. knowledgeable of methodology and instrumentation facilitative of objectivity in evaluation.

Sub-Competency 40Ac. identifying potential sources generative of data indicative of teaching excellence.

Sub-Competency 40Ad. ascertaining discrepancies between instructional objectives and instructional attainments among the pupil population.

Sub-Competency 40Ae. utilizing peer, pupil, parent and administration feedback in the process of self evaluation.

Sub-Competency 40Af. utilizing standardized evaluation procedures (e.g. interaction analysis) in deriving conclusions relative to teaching effectiveness.

Sub-Competency 40Ag. utilizing informal evaluation procedures (e.g. pupil ratings) in deriving conclusions relative to teaching effectiveness.

Sub-Competency 40Ah. identifying the variety of factors in addition to teaching effectiveness which contribute to pupil progress.

Competency 40B. The teacher of the gifted should be knowledgeable of the criteria and data sources relevant to the evaluation of curriculum and instruction.

Sub-Competency 40Ba. able to gather evaluative information and integrate these data in decision making relative to curriculum and instruction.

Sub-Competency 40Bb. able to gather and utilize pupil data (e.g. achievement, attitudinal) in making educational decisions.

Sub-Competency 40Bc. identifying and utilizing practical considerations (e.g. cost effectiveness, temporal efficiency) in evaluating pupil progress.

Sub-Competency 40Bd. identifying and utilizing logistical considerations (e.g. use of space, scheduling instruction) in evaluating pupil progress.

Sub-Competency 40Be. knowledgeable of the literature on evaluation approaches to curriculum and instruction.

Competency 40C. The teacher of the gifted should be familiar with a variety of instruments and procedures for evaluating pupil cognitive abilities.

Sub-Competency 40Ca. recognizing behavioral signs of basic sensory impairment in pupils (e.g. squinting while reading, daydreaming during auditory presentations).

Sub-Competency 40Cb. knowledgeable of instruments and procedures (formal and informal) for evaluating primary cognitive functions (e.g. attention, discrimination).

Sub-Competency 40Cc. knowledgeable of instruments and procedures (formal and informal) for evaluating secondary cognitive functions (e.g. memory, drawing inferences).

Sub-Competency 40Cd. knowledgeable of instruments and procedures (formal and informal) for evaluating higher level cognitive functions (e.g. conceptualization, reasoning).

Competency Area #41: (Evaluation-Self-Concept)

Competency 41A. The teacher of the gifted should be knowledgeable of a variety of sources of evaluation data relative to pupil self-concept.

Sub-Competency 41Aa. capable of interpreting parent reports and interview data in terms of pupil self-concept.

Sub-Competency 41Ab. able to elicit and interpret pupil verbiage reflective of self-concept variables.

Sub-Competency 41Ac. able to evaluate pupil products (e.g. work samples, artistic expressions) for signs of self-concept and self-image.

Sub-Competency 41Ad. able to evaluate pupil performance (e.g. class participation, interpersonal behavior) as it relates to self-concept and self-image.

Sub-Competency 41Ae. able to derive evidence relative to pupil self-concept from sociometric procedures and other peer data.

Sub-Competency 41Af. able to derive and interpret self-concept data from cumulative records and colleauge reports.

Competency 41B. The teacher of the gifted should be capable of undertaking an evaluation of pupil self-concept.

Sub-Competency 41Ba. sensitive to the relationship between instructional practices (e.g. frequency of reinforcement) and pupil self-concept.

Sub-Competency 41Bb.	sensitive to the influence of home and cultural factors on pupil self-concept.
Sub-Competency 41Bc.	sensitive to noninstructional school variables (e.g. class size) and potential consequences for self-concept.
Sub-Competency 41Bd.	sensitive to behavioral signs indicative of variation in pupil self-concept (e.g. leadership attempts, risk taking behavior, conformity needs).
Sub-Competency 41Be.	knowledgeable of standardized test instruments designed to evaluate pupil self-concept (e.g. sentence completion, drawing self).

Competency 41C. The teacher of the gifted should be knowledgeable of methods for communicating the results of evaluation efforts.

Sub-Competency 41Ca.	knowledgeable of the potential impact of evaluation data on subsequent pupil performance.
Sub-Competency 41Cb.	capable of providing pupil feedback in a nonjudgmental manner when appropriate.
Sub-Competency 41Cc.	capable of preparing written reports of pupil performance and production to parents (e.g. periodic grading reports)
Sub-Competency 41Cd.	capable of communicating both pupil strengths and weaknesses while maintaining rapport and cooperation in a parent conference.
Sub-Competency 41Ce.	capable of providing criticism of pupil performance or production in an objective, supportive and motivating manner.

Competency Area 42: (Evaluation-Creativity)

Competency 42A. The teacher of the gifted should be capable of evaluating an instructional milieu in terms of its potential for creative production.

Sub-Competency 42Aa.	determining whether teacher-pupil interactions promote or inhibit creative behavior.

Sub-Competency 42Ab.	determining whether pupil-pupil interactions promote or inhibit creative behavior.
Sub-Competency 42Ac.	assessing the physical space provided for display of pupil's creative productions.
Sub-Competency 42Ad.	assessing the relative time allocated for pupil expression of creative ideas.
Sub-Competency 42Ae.	determining the degree to which operational reinforcement contingencies support creativity.
Sub-Competency 42Af.	examining the potential of lesson plans, instructional materials, and curriculum objectives to provide opportunities for creative expression.

Competency 42B. The teacher of the gifted should be capable of evaluating products and performance emanating from pupils' creative efforts.

Sub-Competency 42Ba.	identifying the unique criteria by which creative production and/or divergent performance may be evaluated (e.g. originality with utility).
Sub-Competency 42Bb.	recognizing and reinforcing ideational and figural fluency in pupil performance.
Sub-Competency 42Bc.	recognizing and reinforcing a pupil's capacity to elaborate on given information or material.
Sub-Competency 42Bd.	recognizing and reinforcing originality as a dimension of pupil production and/or performance.
Sub-Competency 42Be.	recognizing and reinforcing a pupil's capacity to be flexible in manipulating information or material.
Sub-Competency 42Bf.	able to identify and utilize available instrumentation designed to evaluate creativity in children and youth.
Sub-Competency 42Bg.	utilizing external resources including professional expertise to evaluate the quality of pupils' creative efforts.